THE VIRGINIA

SCHOOL
RESOURCE
OFFICER

PROGRAM GUIDE

1999 Edition

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I. COMMUNITY POLICING IN SCHOOLS

Law Enforcement's Rationale for Working in the School Community

Content on law enforcement's rationale for working in schools is from "Safe Schools: Responding to Crime and Violence in America's Schools," 1998. Training presentation developed by M.P.O. Bobby Kipper.

1. The School is the Community and the Community is the School

The school is simply an extension of the overall community. Crime that affects the community has an impact on schools, while offenses occurring on school property also affect the community. The presence of law enforcement representation within the school community provides for a consistent approach to community public safety. In addition, it provides a model application of community policing principles.

Many of today's school issues are public safety issues.

2. School Safety Equals Public Safety

Law enforcement's responsibility to public safety has never been in greater demand than it is in the school community today. Escalating concern about student aggression in general and highly publicized school shootings specifically have clearly demonstrated that today's key school issues are public safety issues. The responsibility for the safety and welfare of students and school staff has been recognized as too great a burden to be shouldered by schools alone; the current school safety challenge is a public safety challenge.

Fact:

Students in larger schools experience higher rates of crime at school than students in smaller schools.

- Annual Report on School Safety, 1998

3. School Crisis Demands a Law Enforcement Response

For a number of years schools have prepared to deal with crisis situations at both the school district and school campus level. Inclusion of a law enforcement presence strengthens the capacity of the school and community to deal effectively with crises which arise within the school community. Law enforcement officers are community crisis responders with specific training to address the crisis situation; they are crisis management experts by trade.

4. The School Community Presents a Great Opportunity for Positive Interaction with Youth

Experience has taught that positive relationships with youth within the school enhance the law enforcement agency's ability to police youth in the community at large.

The school community provides excellent opportunities for law enforcement officers to interact with young people. Traditionally, such interaction was limited to school-related enforcement issues where officers were called onto school property to resolve a problem. Today, officers are building relationships outside of the traditional area of enforcement. Through daily interaction with students, law enforcement officers are providing a positive preventive approach to juvenile crime within the community. Students become accustomed to the presence of a law enforcement representative outside an investigative or crisis situation. Experience has taught that positive relationships with youth within the school enhance the law enforcement agency's ability to police youth in the community at large. Students who have come to trust SROs often voluntarily provide information useful in solving crimes in the community.

5. Staff and Students Deserve Due Process as Victims or Suspects

Staff and students who are victimized while in the school community are due equal treatment under the law. Crimes which occur in schools should be viewed as criminal offenses that occur in a public setting and be afforded the attention and legal process afforded to victims and suspects in other public settings. The presence of law enforcement within the school community should serve to expedite the reporting, investigation, and completion of school related criminal matters.

6. Today's Youth Need Positive Role Models

One of the greatest challenges facing the youth of America is the selection of positive role models. A law enforcement agency can provide needed support to this challenge by placing officers within the school community. With an effective personnel selection process, law enforcement officers provide a source of positive community modeling for youth, particularly in areas of citizenship, decision making skills, and assuming responsibility for the consequences of one's actions.

7. School Staff Members Need to be Educated on Community Crime Conditions

Crime and violence in America's schools have largely been attributed to a number of external factors in the community. Law enforcement officers bring insight into community-related crime for school staff members. Through interaction with school personnel and in-service training, officers provide valuable educational services to the schools.

8. Community Policing Goals Fit into the Educational Objective

For almost a decade law enforcement officials have moved away from the more traditional role of incident driven policing to the new era of a community policing model. Community policing has now become a welcome addition to the school community. Community policing supports and reinforces good citizenship in students by approaching schools as neighborhoods and students as their citizens.

Community policing supports and reinforces good citizenship in students by approaching schools as neighborhoods and students as their citizens.

9. Problem Oriented Policing Defines Problem Solving in the School Community

The school community provides an excellent opportunity for law enforcement to use problem oriented policing while solving problems instead of the traditional reactive approach to incidents. School-based officers employ problem-oriented policing when responding to crime in the school community. The problem solving approach addresses not only enforcement but also the development of strategies to prevent crime in schools.

10. Public Safety is Served by Student Success

Law enforcement officers and educators share the common goal of positive youth development. The central mission of the law enforcement – educator partnership is student success. When students succeed the entire community succeeds. Student success contributes to community safety; students who experience success and make positive contributions within their schools become productive citizens in the larger community.

Traditional Policing and Community Policing
Source: Community Policing Consortium

Community policing is a philosophy that governs how police and citizens work together to identify and address crime and disorder problems in their community. Community policing has two equally important components, community partnership and problem solving.

Community Partnership is an <u>ongoing process</u> of involvement involving a) community contact, b) communication, c) trust, and d) information exchange.

Community policing has two equally important components, community partnership and problem solving.

Problem Solving involves carefully studying crime and disorder in a defined area (i.e., a school) so that appropriate resources can be applied to reduce crime and disorder.

Community Policing requires officers to

Π learn the service needs and demands in their area,

Π devise ways to manage information gleaned from various community sources,

Π learn how to identify crime and disorder problems and distinguish them from incidents,

Π develop plans with citizens to address crime and disorder problems, and

Π work with citizens to assess the results of their efforts.

Traditional Policing Compared wIth Community Policing

Comparison developed by M.P.O. Bobby Kipper

Traditional Policing	Community Policing
Law Enforcement Officers Entered Schools When Called	Law Enforcement Officers Assigned to Schools
School Officials Decided When to Call Law Enforcement	Officers Involved in Problem Solving
School Crisis Planning Failed to Involve Law Enforcement	Law Enforcement Involved in Crisis Preparation
School Policy was an Established Priority During Incidents	Presence of Law Enforcement Insures Criminal Consequences
Law Enforcement Roles Limited to Enforcement	Officers Increase Role in Prevention and Intervention
Education Viewed Law Enforcement Presence as a Failure	Schools Welcome Officers as Vital to Their Success

Key Resource

Community Policing Consortium
1726 M St., NW, Suite 801
Washington, DC 20036
800-833-3085
www.communitypolicing.org

"When the School Becomes a Neighborhood"

From "Safe Schools: Responding to Crime and Violence in America's Schools,"
1998. Training presentation developed by M.P.O. Bobby Kipper.

Having an SRO in a school . . .

does not mean that the school is unsafe.

It does mean that the community is taking a positive, proactive step to create orderly, safe, and secure schools.

Although school-based policing continues to grow throughout America, citizens sometimes question the need for providing on-site policing resources in the school setting. Sometimes a police presence is misinterpreted as a sign that schools are unsafe.

Imagine a community within a city or county that did not have policing resources assigned to it every day. While families leave their homes each day to go to work and school, police officers patrol their neighborhoods in an effort to protect their property. At the same time these neighborhoods are being patrolled, most secondary schools house more citizens at any given moment than any other public setting in our localities. To not have police resources routinely assigned to the school setting is to leave without protection the most populous community – our schools.

Traditional School-Based Policing

The national research on community policing clearly demonstrated the limitations of incident driven policing. To simply respond, after the fact, to reported incidents of crime and violence is a practice of the past.

In traditional school-based policing, many law enforcement officers never entered the school campus except when responding to a reported incident. This approach placed an inordinate burden on educators to decide when police intervention was necessary. In most instances, law enforcement services were reduced to reporting and enforcement with limited response. Schools failed to benefit from the crime prevention and patrol coverage provided through on-site policing resources.

School-Based Community Policing

Law enforcement officers are now welcomed on school campuses where they are becoming a critical factor in overall student safety. Through the school-based community policing model, officers are involved in proactive areas of crisis planning, school safety assessment, and the important areas of prevention, intervention, and enforcement.

School-Based Officers – Prevention/Intervention or Enforcement

In recent years, many law enforcement officers have been assigned to schools to conduct prevention programs such as Drug Abuse Resistance Education (D.A.R.E.) and Gang Resistance Education and Training (G.R.E.A.T.). These programs have provided law enforcement officers with opportunities to form valuable partnerships and relationships which have set the stage for school/law enforcement partnerships. Building on effective prevention efforts, school-based officers provide crime and violence intervention and enforcement services.

The School Resource Officer Program uses a multifaceted approach to policing in the school community involving prevention, intervention, and enforcement – the same services which citizens demand of law enforcement in other locations in the community.

Schools have great potential as a locus for crime prevention. They provide regular access to students throughout the developmental years, and perhaps the only consistent access to large numbers of the most crime-prone young children in the early school years. . . Many of the precursors of delinquent behavior are school-related and therefore likely to be amenable to change through school-based intervention.

- Denise C. Gottfredson, Preventing Crime: What Works, What Doesn't, What's Promising

Problem-Solving: Thinking Strategically

Thinking strategically about addressing crime, fear and disorder problems, involves a paradigm shift away from the "crime is random" mindset to a "crime can be impacted through good problem-solving" mindset.

The SARA Model and the Crime Triangle

Problem-solving is an integral component of the philosophy of community policing. The problem-solving approach is a methodical process for reducing the impact of crime and disorder problems in a community. SARA is a problem-solving model police officers and researchers developed in Newport News, VA, in the early to mid-1980s. The SARA model consists of a four-step process involving *Scanning, Analysis, Response*, and *Assessment.*

Scanning

The identification of a cluster of similar, related or recurring incidents through a preliminary review of information, and the selection of this crime/disorder problem, among competing priorities, for future examination.

Analysis

The use of several sources of information to determine why a problem is occurring, who is responsible, who is affected, where the problem is located, when it occurs, and what form the problem takes. Analysis requires identifying patterns that explain the conditions that facilitate the crime or disorder problem. Sources of information may include police data (CAD, arrest, incident data, etc.), victim and offender interviews; environmental surveys; officer, business and resident surveys; social service and other government agency data; insurance information, etc.

Response

The execution of a tailored set of actions that address the most important findings of the problem analysis phase and focus on at least two of the following: (1) preventing future occurrences by deflecting offenders; (2) protecting likely victims; or (3) making crime locations less conducive to problem behaviors. Responses are designed to have a long-term impact on the problem, and do not require a commitment of police time and resources that is not sustainable over the long-term.

Assessment

The measurement of the impact(s) of the responses on the targeted crime/disorder problem using information collected from multiple sources, both before and after the responses have been implemented.

Crime Triangle

The crime triangle offers an easy way to understand and visualize crime problems. Three factors must be present for a crime to occur: ***an offender, a victim*** and ***a location.*** Without anyone of these, no crime will occur. If someone walks down a dark alley, but no bad guy is around, no crime will occur. If a bad guy stakes out a dark alley, but no one walks down it, no crime will occur. Thus, if it takes a *combination of victim, offender and location* for a crime to occur, then disconnecting the links will prevent a crime from occurring.

Offender   Victim

Problem

Location
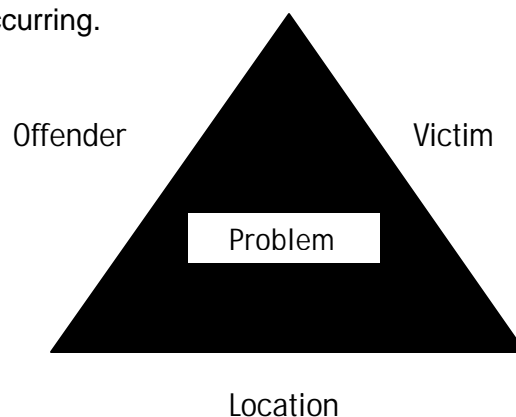
℈ *Key Resource*
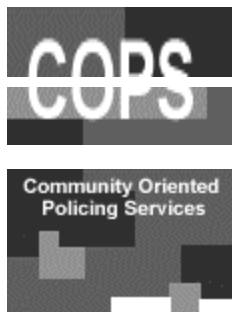
Office of Community Oriented Policing Services

>1100 Vermont Avenue, NW
> Washington, DC 20530
> (202) 514-2058
> DOJ Response Center: 1 (800) 421-6770
> www.usdoj.gov/cops
> (U.S. Dept. of Justice)

The COPS Program has compiled a wide range of community policing resources and categorized the works for quick reference. See the ***COPS Community Policing Bibliography*** and Announcements about available ***FUNDING*** at www.usdoj.gov/cops

COPS Tips

Problem-Solving Tips

A Guide to Reducing Crime and Disorder
Through Problem-Solving Partnerships

U.S. Department of Justice
Office of Community Oriented Policing Services
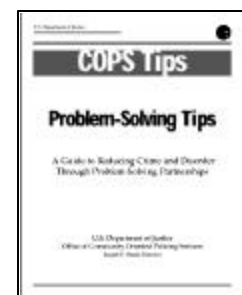
Ten Principles of Community Policing

Source: *Community Policing: A Contemporary Perspective* by Robert Trojanowicz and Bonnie Bucqueroux, 1990.

*In Community Policing, preventing crime is as important as arresting criminals
and
preventing disorder is as important as preventing crime.*

1. Community Policing is both **a philosophy and an organizational strategy that allows the police and community residents to work closely together** in new ways to solve the problems of crime, fear of crime, physical and social disorder, and neighborhood decay. The philosophy rests on the belief that law-abiding people in the community deserve input into the police process, in exchange for their participation and support. It also rests on the belief that solutions to contemporary community problems demand freeing both people and the police to explore creative new ways to address neighborhood concerns beyond a narrow focus on individual crime incidents.

2. Community Policing's organizational strategy first demands that everyone in the department, including both civilian and sworn personnel, must investigate ways to **translate the philosophy into practice**. This demands making the subtle, but sophisticated shift so that everyone in the department understands the need to focus on solving community problems in creative new ways that can include challenging and enlisting people in the process of policing themselves. Community Policing also implies a shift within the department that grants greater autonomy to line officers, which implies enhanced respect for their judgement as police professionals.

3. To implement true Community Policing, police departments must also **create and develop a new breed of line officer, the Community Policing Officer (CPO)** who acts as the direct link between police and people in the community. As the department's community outreach specialists, CPOs must be freed from the isolation of the patrol car and the demands of the police radio, so that they can maintain daily, direct, face to face contact with the people they serve in a clearly defined beat area.

4. The Community Policing Officer's broad role **demands continuous, sustained contact with the law-abiding people in the community**, so that together they can explore creative new solutions to local concerns involving crime, fear of crime, disorder, and decay, with private citizens serving as volunteers. As full-fledged law enforcement officers, CPOs respond to calls for service and make arrests, but they also go beyond this narrow focus to develop and monitor broad-based, long-term initiatives that can involve community residents in efforts to improve the overall quality of life in the area over time. As the community's ombudsman, CPOs also link individuals and groups in the community to the public and private agencies that offer help.

5. Community Policing **implies a new contract between the police and the citizens**, one that offers the hope of overcoming widespread apathy, at the same time it restrains any impulse of vigilantism. This new relationship suggests that the police serve as a catalyst, challenging people to accept their share of the responsibility for the overall quality of life in the community.

Community Policing implies a new contract between the police and the citizens,

6. Community Policing **adds a vital proactive element** to the traditional reactive approach of the police, resulting in full-spectrum police service. As the only agency of a social control open 24 hours a day, seven days a week, the police must maintain the ability to respond to immediate crises and criminal incidents. Community Policing broadens the police role so that they can make a greater impact on making changes today that hold the promise of making communities safer and more attractive places in which to live.

7. Community Policing stresses exploring new ways to protect and enhance the lives of those who are most vulnerable – juveniles, the elderly, minorities, the poor, the disabled, the homeless. It both assimilates and **broadens the scope of previous outreach efforts**, such as Crime Prevention and Police/Community Relations units, by involving the entire department in efforts to prevent and control crime in ways that encourage the police and law-abiding people to work together with mutual respect and accountability.

8. Community Policing promotes the judicious use of technology, but it also rests on the **belief that nothing surpasses what dedicated human beings, talking and working together, can achieve**. It invests trust in those who are on the front lines together on the street, relying on their combined judgment, wisdom and expertise to gashing creative new approaches to contemporary community concerns.

9. Community Policing **must be a fully integrated approach** that involves everyone in the department, with the CPOs as specialists in bridging the gap between the police and the people they serve. The Community Policing approach plays a crucial role internally by providing information and assistance about the community and its problems.

10. Community Policing **provides decentralized, personalized police service to the community**. It recognizes that the police cannot impose order on the community from the outside, but that people must be encouraged to think of the police as a resource they can use in helping to solve contemporary community concerns. It is not a tactic to be applied, then abandoned, but an entirely new way to thinking about the

police role in society, a philosophy that also offers a coherent and cohesive organizational plan that police departments can modify to suit their specific needs.

Outcomes of Effective Community Policing in the Schools

When schools and law enforcement agencies work together -- and in concert with other community-based organizations, parents, and students -- to creatively tackle problems, a number of positive outcomes can be expected. These outcomes include the following:

Π an increased ability of law enforcement agencies, schools, and community groups to work together in developing innovative, systemic, long-term approaches to reducing and preventing different kinds of crime and disorder in and around their schools;

Π an increased ability of law enforcement agencies, schools, and communities groups to gather and analyze useful and timely information about crime and disorder problems; and

Π measurable impacts on the targeted crime and disorder problems, an improved quality of life for those affected (students, teachers, school personnel, parents), decreased fear of crime and violence among students, school employees and community members.

II. BUILDING EFFECTIVE LAW ENFORCEMENT/ SCHOOL PARTNERSHIPS

Steps in Developing the Law Enforcement/School Partnership: An Overview

1. *Administrative Support for the Partnership*
    a. Police Chief/Sheriff and Department Command
    b. School Division Superintendent and Building Principal
    c. Law Enforcement Officers
    d. Teachers and Other School Personnel
2. *Developing Partnership Resources*
    a. Local Law Enforcement Budget
    b. Local School Budget
    c. Shared Responsibility Between Law Enforcement and Schools
    d. Grants – Federal, State, and Foundation Sources
3. *Selection of the School Resource Officer*
    a. Desire to Work with Youth in the Community
    b. Desire to Work with Educators
    c. Supportive of Community Policing Strategies
    d. Supportive of Problem Solving Strategies
    e. Positive Employment History Supported with Evaluations
    f. Exemplary Role Model for Youth and Adults
    g. Excellent Communication Skills – Oral and Written
    h. Flexible in Work and Personal Habits
    i. Involve Education in the Selection Process
4. *Documentation and Interagency Agreement*
    a. Establishment of a Standard Operating Procedure (SOP) for Officers
    b. Memorandum of Understanding Between School Division and Law Enforcement Agency
    c. Letters of Support Distributed to Law Enforcement Officers and to School Officials
    d. Development of Accountability Reporting and Measures of Effectiveness
5. *Agreement on School Police Program Philosophy*
6. *Law Enforcement Issues and the School Partnership*
    a. Chain of Command – Schools Versus Law Enforcement
    b. Proper Training for School Resource Officers
    c. Supervisory Responsibilities of School Personnel
    d. Communication Between Officers and Department
    e. Substitute Personnel for the SRO, Overtime and Extra Duty for the SRO

SRO Program Implementation Steps

Step 1. Securing Administrative Support for the Partnership

Administrative support for the School Resource Officer Program at the highest levels of both the law enforcement and the education organizations is critical to the program's success.

Administrative support for the School Resource Officer Program at the highest levels of both the law enforcement and the education organizations is critical to the program's success. Within the law enforcement agency, high level support would include the Police Chief/Sheriff and Department Command. Within the school division, support of the Superintendent and building principal are critical; early support by program specialists -- particularly those whose programs deal with at-risk students – is also important.

After administrative support is secured, line staff including law enforcement officers, teachers, and other school staff need to be oriented to the SRO program, its rationale, basic information about how it operates, and in what ways the program may affect them. Experience has taught the importance of the SRO's immediate supervisor, particularly in smaller law enforcement agencies where the supervisor may oversee several operations. Orientation of the new supervisor should include not only written information on the philosophy and operation of the SRO Program, but also opportunities to observe operations within the school. For new SRO Programs, it is strongly recommended that supervisory staff visit and observe established programs in other localities.

Step 2. Developing Partnership Resources

An essential issue when forming effective SRO Programs is the source of initial and ongoing funding. Several approaches are used to fund SRO programs throughout the country. A number of SRO Programs are funded through local law enforcement budget while others are provided through local school budgets. A growing trend among law enforcement agencies

and schools is sharing the cost of the SRO Program. This arrangement represents an investment and commitment from both parties that appears to contribute to the success of programs. Shared "ownership" is common among the strongest and most effective SRO Programs.

New and expanding SRO Programs are often funded through state and federal grants. While this type funding has contributed to an increase in the number of SRO Programs, each community must identify more stable sources of funding in order to sustain the program. SRO Programs have been most widespread and sustained where states have appropriated funds specifically for SRO Programs. Florida and North Carolina are two such examples.

Possibly the most critical aspect of the SRO Program is selection of the personnel to staff the program.

Identifying and securing funding to sustain the program over time is best approached as a responsibility shared by the school and law enforcement partners.

Step 3. Selecting the School Resource Officer

Possibly the most critical aspect of the SRO Program is selection of the personnel to staff the program. Effectiveness of the personnel is key to the program's success during its initial implementation and ongoing operation.

Qualifications for selection to be a School Resource Officer should take into account the factors listed below. Involving the school in the process of personnel selection is recommended.

   a. Desire to work with youth in the community
   b. Desire to work with educators
   c. Supportive of community policing strategies
   d. Supportive of problem solving strategies
   e. Positive employment history supported with evaluations
   f. Demonstrated effectiveness in working with youth
   g. Demonstrated effectiveness in working with citizens in the community
   h. Strong communication skills – both oral and written
   i. Flexible in work and personal habits

Step 4. Documenting the Interagency Agreement

When entering into a partnership as important as the SRO Program, having a written interagency agreement is essential. Such an agreement is commonly called a Memorandum of Understanding (MOU). This document serves to outline the purpose of the partnership and the fundamental responsibilities of each agency involved. These agreements are typically developed at the school division level -- between the School Superintendent and Police Chief/Sheriff – rather than at the school building level. MOUs typically specify at least the following:

When entering into a partnership as important as the SRO Program, having a written interagency agreement is essential.

1.   purpose of establishing the school/law enforcement partnership;
2.   roles and responsibilities of the school and the law enforcement agency;
3.   general chain of command and channels of communication; and
4.   schedule for updating and renewing the agreement.

A second essential document include SRO Program Operational Procedures which sets forth the specific procedures to be followed in the operation of the program. The Procedures should address a broad range of operational issues ranging from duty hours to procedures for searches and access to student records. Additional information on these topics is included in a section entitled "Memorandum of Understanding and Operational Procedures" which follows. A sample MOU is included as Appendix A..

Experience has shown that the process of developing the MOU and Operational Procedures has great value in clarifying expectations and anticipating and avoiding operational glitches during implementation.

Step 5. Agreeing on School Police Program Philosophy

Agreement on the local philosophy of the SRO Program is critical to the implementation and operation of the program. Discussions of program philosophy and general operational approaches are critically important in the early stages of program development. These discussions should take into

account the central missions of each agency and produce insights into ways the program can assist each agency in successfully accomplishing its mission. Ongoing discussion throughout program implementation is valuable in further defining and clarifying expectations and avoiding misunderstandings.

Step 6. Clarifying Other Issues

Additional issue areas for discussion include the following:

- Π differentiating chains of command within the schools and within the law enforcement agency;
- Π proper training for School Resource Officers;
- Π communication between the SRO and other units of the law enforcement agency including how responsibilities for cases will be apportioned;
- Π arrangements for substitute personnel for the SRO; and
- Π issues of overtime and extra duty for the SRO

SRO Program Goals and Objectives

SRO Programs typically focus on reducing crime and on fostering positive relationships with youth. In developing goals and objectives, it is important that results are measurable. Some funding sources require both goals and objectives to be measurable; others require only the objectives to be measurable with goals expressing general desired outcomes.

For specific guidance in the development of measurable goals and objectives, go to pp. 142-144

Here are some examples of Virginia program implementation goals from the Virginia Department of Criminal Justice Services:

- Π Create a pilot SRO program that provides one full -time officer in a middle or high school
- Π Develop a way of identifying high-risk or criminal behavior early in or around school property
- Π Provide timely, pertinent crime information to school personnel
- Π Identify and conduct activities that promote a safe school environment

Π   Develop and institute policies or procedures that enhance school safety and security
Π   Develop and instruct a law-related curriculum and co-curricula activities program
Π   Manage the SRO in order that he or she acts as a liaison between law enforcement and the school
Π   Develop, disseminate, and instruct violence-reduction or avoidance techniques

Here is an example of a measurable goal and supporting measurable objectives:

Measurable Goal: By June 2002, using problem-oriented approaches, crime at City High School will be reduced by 20% as measured by student incident reports.

Measurable Supporting Objectives:
Π   By January 2001, after completion of a comprehensive school safety audit, opportunities for crime and/or disorder will be reduced and removed, as documented in an audit after-action report.
Π   By April 2001, using problem-oriented approaches, school staff and student involvement in school safety and crime prevention activities will increase by 25% as measured by levels of staff and student participation and responses on the annual student and staff surveys.
Π   By June 2001, using effective police presence and response, incidents of disruptive and illegal behavior will be reduced by 15% as measured by school discipline and police incident reports.
Π   By June 2001, after participating in law-related educational activities, student knowledge of the rights and responsibilities of citizenship will increase as measured by written tests and responses to annual surveys.
Π   By November 2000, school staff, students, and parents will be assisted in accessing needed school- and community-based services as documented in SRO quarterly reports.

*Examples from Other States**

In **North Carolina,** program goals are identified as follows:

  1.   Bridge the gap between police officers and kids
Π   increase positive attitudes toward law enforcement
Π   encourage more citizen cooperation between kids and police officers
  2.   Reduce juvenile crime through counseling, teaching about the system, and personal
interest in students.

Program purposes set forth in **Florida** law include the following:
Π   To perform law enforcement functions within the school setting.
Π   To identify and prevent, through counseling and referral, delinquent behavior,   including substance abuse.
Π   To foster a better understanding of the law enforcement function.
Π   To develop positive concepts of law enforcement.
Π   To develop a better appreciation of citizen rights, obligations, and responsibilities.
Π   To provide information about crime prevention.
Π   To provide assistance and support for crime victims identified within the school   setting, including abused children.
Π   To promote positive relations between students and law enforcement officers.
Π   To enhance knowledge of the fundamental concepts and structure of law.

*These are provided for informational purposes only. They are not sufficiently specific and measurable to be used in a proposal for funding.

Memorandum of Understanding and Operational Procedures

School Resource Officers (SROs) are employees of local law enforcement agencies, even when funding is being provided by the school division. A Memorandum of Understanding (MOU) is developed to describe the partnership between the school systems and law enforcement agency. The understandings set forth in an MOU establish the framework in which the SRO Program operates.

In addition to the interagency MOU, SRO Operational Procedures which are clear and facilitate coordination of SRO functions with other law enforcement units are key to operational effectiveness and efficiency. Two model MOUs are provided in Supplement A.

Each of the following issues should be discussed and clarified in the process of developing the MOU. All items do not all have to be set forth in the MOU itself; some may be spelled out in the law enforcement agency's operational procedures. What is important is that both the school and the law enforcement agency are clear about these policy and operational issues.

Operational Procedures which are clear and facilitate coordination of SRO functions with other law enforcement units are key to operational effectiveness and efficiency.

- Π SRO Program goals and objectives
- Π Conditions of employment
- Π Assignment of SRO
- Π Duties and duty hours of the SRO
- Π Chain of command
- Π Basic qualifications of the SRO
- Π Training/briefing
- Π Dress code
- Π Provision of supplies and equipment
- Π Operating procedures (SOP) for the investigation of crimes and interrogation, search and arrest of students
- Π Requirements for reporting of serious crimes
- Π Arrest procedures for school-related crimes and crimes committed off campus
- Π Procedure for handling critical incidents such as bomb threats, riots, and shootings
- Π Access to education records

Π Term of the MOU (time period)
Π Evaluation of the Program and the SRO

SAMPLE

MEMORANDUM OF UNDERSTANDING AND
OPERATIONAL PROCEDURES

Excerpts addressing to chain of command

"The XYZ County Police Department shall provide for the employment,
supervision, and evaluation of the School Resource Officer. "

Excerpts addressing definitions of school/law
enforcement roles and responsibilities

School Responsibilities:
All criminal activity that comes to the attention of the principal or school staff shall be reported
immediately to the SRO when on duty. If an emergency situation exists and the SRO is not available,
the principal shall notify the Department through the Public Safety Communications Center.
Information that is not of an emergency nature may be held for the SRO.

The school shall provide a work area for the SRO that is equipped with a telephone. It is
recommended that the areas have a locked storage area for securing contraband recovered in the
schools by the school staff. The SRO shall be responsible for arranging for the destruction of any
illegal substances that will not be used for prosecution.

The school system shall provide in-service training, when available, to the SROs in areas that will
increase the effectiveness of the officers and their ability to accomplish their respective duties and
responsibilities. Regular meetings will be established between School Operations and the Police
Commander.

SRO Responsibilities
The SRO assumes primary responsibility in handling all calls for service from the school and
coordinates the response of other police resources to the schools with the school principals.

As coordinated through the Youth Services Division, SROs may become involved in the school's
curriculum and provide instruction that will enhance the student's understanding of the police
mission.

The SRO shall also be responsible for assisting training for the school administration in law
enforcement and related areas. Crime trends and changes of the Code of Virginia shall be
disseminated to assist the school staff in effectively providing safe school environments.

SROs shall be responsible in monitoring cultural and social influences and activities to ensure
prevention or early intervention with developing gang structures. All information concerning gangs
shall be provided to the station's gang coordinator.

SAMPLE

MEMORANDUM OF UNDERSTANDING AND
OPERATIONAL PROCEDURES

Excerpts addressing communications

School Principal
The principal of the school shall ensure that a weekly meeting with the school resource officer is adhered to. The meeting shall not be delegated to other administrative staff on a regular basis.

The principal shall maintain the means to ensure effective communications exist between the SRO and the school staff.

The principal shall meet bi-monthly with the Unit Commander. Upon request, the school shall provide information to the Department to assist in the personnel evaluation of the assigned SRO. Any concerns regarding the performance of the SRO by the principal shall be addressed by the Station Commander.

SRO
A critical element of the SRO program is the relationship and communication between the school principal and the SRO. Each SRO shall meet weekly with the assigned school principal(s) for the purpose of exchanging information of current crime trends, problem areas, cultural conflicts, or any other area of concern that may cause disruption at the school (s) or in the community.

The Station Commander shall ensure that open lines of communication are in place between the schools and this Department. A weekly meeting with the SROs assigned to the station shall be arranged, and the commander shall meet with the principal on a bi-monthly basis.

The SRO, through the Youth Services Division, should be advised of all situations where other departmental entities are providing services to the school. Notifications of services (traffic safety classes, community liaison, peer mediation, etc.) should be made in advance to the SRO to prevent duplication of services and to ensure proper coordination of police services.

The SRO shall provide information to the appropriate investigative sections of any crime(s) or leads that come to the attention of the SRO. The SRO should keep advised of all investigations that involve students from his/her assigned school.

SAMPLE

MEMORANDUM OF UNDERSTANDING AND
OPERATIONAL PROCEDURES

Excerpt from operational procedure
addressing SRO duties and responsibilities

The School Resource Officer shall wear a regulation uniform during the assignment unless otherwise authorized for specific purpose. The goal of the program is to provide a visible deterrence of crime and to provide a positive impression of the police in a non-confrontational setting.

SROs should be visible in schools and patrol the exterior and interior grounds. Their appearance in and around schools is particularly emphasized during the opening and closing of school and during lunch hour.

Other duties and responsibilities of the SRO include:

Ι   Proper disposal of illegal substances recovered by the school not needed for prosecution.

Maintain familiarity with the school division's regulations regarding Student Responsibilities and Rights

Attend and provide testimony for school expulsion hearings upon request.

SAMPLE

MEMORANDUM OF UNDERSTANDING AND
OPERATIONAL PROCEDURES

Excerpts addressing key law enforcement procedures

Search And Seizure

School officials may conduct searches of student's property and person under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. The standards on the search is reasonable suspicion.

The SRO shall not become involved in administrative (school related) searches unless specifically requested by the school to provide security, protection or for the handling of contraband.

These searches must be at the direction and control of the school official.

At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his agent.

Any search by an officer shall be based upon probable cause and, when required, a search warrant should be obtained.   Stop and frisk will remain an option when there is reasonable suspicion that a criminal offense has been committed or may be committed, and that the suspect may be armed.

SAMPLE

MEMORANDUM OF UNDERSTANDING AND
OPERATIONAL PROCEDURES

Excerpts addressing key law enforcement procedures

Police Investigation And Questioning

The SRO has been given the authority to stop, question, interview, and take police action without the prior authorization of the principal. The investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to school. Investigations and questioning of students for offenses not related to the operation of or occurring at the school should ordinarily be limited to those which delay might result in danger to any person, flight from the jurisdiction by a person suspected of a crime, or destruction of evidence.

The principal shall be notified as soon as practical of any significant enforcement events. An SRO should coordinate their activities so that action between the agencies is cooperative and in the best interests of the school and public safety.

Arrest Procedures

School Resource Officers are expected to be familiar with school rules and their application within the school system. Routinely, rule infractions will not be handled as violations of law, but rather referred to the principal for action. Any questions related to the enforcement of rules versus laws within schools should be discussed with the principal. This specifically applies to underage smoking and general standards of conduct.

The following procedures will be adhered to where arrests of students or staff become necessary:

1. The warrant arrest of a student or employee of the school should be coordinated through the principal, whenever practical.

2. Persons who have been deemed as non- students or those whose presence on school grounds has been restricted or forbidden shall be arrested for trespassing. This action will be supported by principals and employees of the school through court appearances when necessary.

3. Arrest of students or staff during school hours shall be reported fully to the principal as soon as practical.

III. THE SRO: FUNDAMENTAL ROLES AND RESPONSIBILITIES THE JOB

Four Key Roles

The roles of the School Resource Officer (SRO) in Virginia are identified as

1. law enforcement officer,
2. law-related educator,
3. community liaison, and
4. role model

Although there are variations in the way SRO programs describe the job an SRO is intended to carry out, some **commonalities** exist across the descriptions:

Π most highlight three key roles used to define what SROs do in the schools: law enforcement officer; law-related educator, and community liaison.

Π most highlight the close relationship SROs must create and maintain with principals; and

Π most highlight that SROs must work closely with parents, students, and members of the community.

Examples of Job Descriptions

Typical SRO responsibilities are reflected in the following examples:

Example # 1

Π   Protect lives and property for the citizens and public school students.

Π   To enforce Federal, State and Local criminal laws and ordinances, and to assist school officials with the enforcement of Board of Education Policies   and Administrative regulations regarding student conduct;

Π   To investigate criminal activity committed on or adjacent to school property;

Π   To counsel public school students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal designee or by the parents of the student;

Π   To answer questions that students may have about North Carolina Criminal or   juvenile law;

Π   To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is assigned;

Π   To provide security for special school events or functions, such as PTA meetings, at the request of the principal or the Safety Manager; and

Π   To provide traffic control during the arrival and departure of students when a

   school cross guard is absent.

Example #2

Π   To prevent juvenile delinquency through close contact with students and school personnel.

Π   To establish liaison with school principals, faculty, and students.

Π   To establish and maintain liaison School Security personnel and other
Π   SROs assigned to school campuses.

Π   To inform the students of their rights and responsibilities as lawful citizens.

Π To provide liaison between students and social agencies which provide needed services.

Π To act as a liaison resource to the principal in investigating criminal law violations occurring in the school or on school property.

Π To assist administration and faculty in formulating criminal justice programs.

Π To formulate educational crime prevention programs to reduce the opportunity for crimes against persons and property in the schools.

Π To participate in the Parent-Teacher-Student Association meetings as requested.

Π To participate in campus activities, student organizations, and athletic events when invited and feasible.

Π To be aware at all times of the responsibility to improve the image of the uniformed law enforcement officer in the eyes of the students and the community.

Example #3

Π Coordinate all law enforcement response/service at their school.

Π Prevent duplication of effort and provide coordination of police services.

Π Act as a primary officer in handling all calls for service at their school.

Π Ensure the investigation and enforcement of criminal law violations.

Π Provide necessary follow-up investigation as required.

Π Remain abreast of investigations involving students at their school.

Π Develop an awareness of the demographics and distinctive characteristics of the student body.

Π Provide a visible deterrence to crime while presenting a positive impression of a uniformed law enforcement officer within the school.

Qualifications and Selection of the SRO

Example #1

The selection of the officer is the most critical aspect of the program. Commanders shall select officers who have demonstrated ability, interest, and skills necessary to work with youth, school staff, and the public. The following criteria should be considered when selecting officers for the program:

- Π Minimum 5 years successful experience as an officer
- Π Demonstrated ability to work with diverse groups
- Π Knowledge of departmental resources
- Π Creative problem solver
- Π Conflict resolution skills
- Π Knowledge of the Juvenile Code and Juvenile Court procedures
- Π Supervisory recommendation

Example #2

Selection of the SRO should involve, whenever possible, school officials and possibly representative(s) of other interested organization(s).

Minimum qualifications:
- Π Associate degree with emphasis in criminal justice or human services
- Π Two years successful experience as a law enforcement officer
- Π Service record reflecting ability to work effectively with members of the community, including youth
- Π Demonstrated desire to work as an SRO
- Π Strong communication skills
- Π Understanding of Juvenile Court procedures
- Π Strong problem solving skills

Example #3

Basic qualifications:
- Π Shall be a commissioned officer and should have two years of law enforcement experience;
- Π Shall possess a sufficient knowledge of the applicable Federal and State laws, City and County ordinances, and Board of Education polices and regulations;
- Π Shall be capable of conducting in-depth criminal investigations;
- Π Shall possess even temperament and set a good example for students; and
- Π Shall possess strong communication skills which would enable the officer to function effectively within the school environment.

Summer Assignments

So what does a SRO do in the summer? Experience has taught that an effective SRO Program requires time allotted to **training**, **program development**, and **community interaction**. Training opportunities for SROs are typically offered in the summer and are critical to the SRO's professional development.

Time invested in planning to improve school security, law-related educational presentations, and developing linkages to community resources pay dividends in terms of a stronger, more effective SRO Program. Some law enforcement agencies have assigned SROs to special community-based and youth recreational and leadership development activities during the summer. These assignments complement and serve to reinforce the SRO role.

Experience has also taught that patrol and investigative assignments often result in subsequent court appearances which can interfere with SRO assignments when school resumes.

Time invested in planning to improve school security, law-related educational presentations, and developing linkages to community resources pay dividends in terms of a stronger, more effective SRO Program.

Supervisory Personnel

Experience has taught the importance of the SRO's immediate supervisor. Orientation of the new supervisor should include not only written information on the philosophy and operation of the SRO Program, but also opportunities to observe operations within the school; visits to observe established programs in other localities have been especially helpful. For newly established SRO Programs, it is strongly recommended that supervisory staff understand, and preferably be experienced in, community-oriented policing.

Overview of SRO Roles

I. Law Enforcement Responsibilities

    A.   Differentiating crime from school conduct violations
- School officials should take lead on school violations
- Law enforcement should take lead on criminal violations

    B.   Establish the incident: crime or school conduct violation
- School officials are required to report certain crime
- Law enforcement officers are encouraged to involve school officials in crime-related issues – intelligence, possible patterns

    C.   Document all reported criminal offenses
- Due process for all victims including staff and students
- Suspects in school crime require due process
- School safety and security is more than a standard

    D.   School is a custodial setting based on the attendance mandate

    E.   School is a public building and its occupants are due public safety

    F.   SROs play a vital role in safety

Key SRO Roles:

1. Law enforcement officer

2. Law-related educator

3. Community liaison

4. Role model

II. SRO as Law-Related Educator

    A. Prevention programs: D.A.R.E., CLASS ACTION, Street Law
    B. In-service programs for school staff
    C. Parent presentations and programs
    D. Community presentations and programs
    E. Student assemblies on law-related issues
    F. Encourage high academic achievement among students

III. SRO Role as Community Liaison

    A. Become knowledgeable about school and community resources.
    B.   Establish collaborative relationships with school/community resources.
    C. Get to know your students – involve yourself in their lives
    D. Network with school staff concerning student needs
    E. Work closely with the school counselors
    F.   Encourage students to use positive alternatives in issues and concerns
    G. Be accessible to parent and community concerns

IV. The SRO as Positive Role Model

    A. Professional in appearance and demeanor
    B. Approachable for issues and concerns
C. Compassionate to students and staff
D. Open-minded while dealing with school issues
E. Effective communication style

SRO as Law Enforcement Officer

School Resource Officers are, first of all, sworn law-enforcement officers. Their central mission is to keep order on campus with the legal authority to arrest, if necessary. Order is necessary for learning to occur. When necessary, the School Resource Officer has the ability to intervene as a law-enforcement officer. Once order is restored, however, the SRO's other roles as law-related educator, community liaison, and positive role model are the more typical roles on a day to day basis.

It is mandatory that the school involve law enforcement when a student's conduct violates a criminal provision of the Code of Virginia.

An important first step in establishing the law enforcement responsibilities is to differentiate what incidents constitute crimes and what incidents are school conduct violations. Some incidents may be conduct violations but not criminal violations; virtually all criminal incidents will also be school conduct violations. The SRO should take the lead on criminal violations; educators should take the lead on school conduct violations.

When educators must involve law enforcement authorities . . .

In Virginia, it is mandatory that the school involve law enforcement when a student's conduct violates a criminal provision of the ***Code of Virginia***. The Virginia Department of Education recommends that school and law-enforcement officials, as partners in school safety, work together to determine the best procedures for referrals. The ***Code of Virginia***, ∂22.1-280.1 (A) and (C) lists certain incidents which school officials **must report** to local law-enforcement agencies. ∂22.1-280.1 (A) does not, however, include all serious offenses which may occur at school; other incidents may also need to be reported as determined by local school board authorities and law-enforcement agencies. Offenses listed in ∂22.1-280.1 (A), ***Code of Virginia***, are as follows:

    (i)   the assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person on a school bus, on school

property, or at a school-sponsored activity;

     (ii)   any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity;

     (iii) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity; or

     (iv) the illegal carrying of a firearm onto school property.

Where the conduct of the student is not illegal, school administrators may use their discretionary authority to take appropriate disciplinary action and to provide needed student support services in accordance with the student's problems.

SROs Sharing Information with School Authorities

Under ∋22.1-280.1 (B), *Code of Virginia*, law-enforcement authorities may report and the principal or his designee may receive reports on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be an adult misdemeanor involving any incidents described in clauses (i) through (iv) of subsection A, listed above.

Penalties for failure to report offenses

Under ∋22.1-280.1 (B), *Code of Virginia*, a school division superintendent who knowingly fails to comply or secure compliance with the reporting requirements is subject to fines, suspension or removal from office (§22.1-65).   A principal who knowingly fails to comply or secure compliance with the reporting requirements is subject to sanctions prescribed by the local school board, which may include but need not be limited to demotion or dismissal.

SRO and School Safety

An important dimension of the SROs law enforcement role involves reduction – in contrast to response – and prevention of crime through effective school safety planning. Section VI focuses on the SRO and School Safety Planning.

Related Reading

Virginia Juvenile Law Handbook for School Administrators: 1999 Update. Virginia Department of Criminal Justice Services.

SRO as Law-Related Educator

Law-Related Education

Law-Related Education (LRE) is an educational program for the development of citizenship in a constitutional democracy. It is designed to teach students the fundamental principles and skills needed to become responsible participants in a democracy. Programs are characterized by relevant, interesting course materials; the extensive use of volunteers from the justice system; field experiences (community service projects, court tours, police ride-alongs, internships, etc.); participatory classroom teaching methods; and co-curricular activities (mock trials and other public performances).

As law-related educators, SROs draw on their expertise about the law and their law enforcement experiences. They provide an additional resource which can be drawn upon to teach young people about the law. Because they are representatives of the law, SROs are in a particularly effective position to communicate to students the consequences of unacceptable behavior.

LRE and Effective Prevention

The content and strategies of law-related education are consistent with sound principles of prevention. LRE promotes resiliency in children through teaching a) social competence, b) problem solving skills, and c) a sense of autonomy. LRE also reinforces high expectations for youth and positive peer norms. Although most frequently used in the social studies classes, LRE has potential applications in other classes and may be used at any grade level.

Related Reading

"From Risk to Resiliency: The Role of Law-Related Education" by N.D. Wright. In *Law-Related Education and Juvenile Justice*, P 46-54, 1997, Deborah Williamson, Kevin I. Minor, and James W. Fox, eds. -- See NCJ-167087

Examples of law-related education programs

CLASS ACTION: Teens and the Law

A Virginia juvenile crime prevention initiative in which trained law enforcement officers teach secondary students using a curriculum which focuses on rights and responsibilities under Virginia law. Established statewide in 1996-97, the program has demonstrated effectiveness in increasing student understanding of Virginia law and in strengthening school/law enforcement collaboration. Curriculum also includes a parent program.

Youth for Justice

A national law-related education supported by the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice, Youth for Justice involves youth in LRD programs that address national problems such as violence by and against youth. The program model provides curriculum materials, model programs, staff development and technical assistance.

Teens, Crime, and the Community

A curriculum for middle through senior high schools, was launched by the National Crime Prevention Council and the National Institute for Citizen Education in the Law in 1986. TCC offers students classroom instruction on variety of crime prevention topics and encourages them to develop projects that benefit their school or community, such as educational campaigns service to a victim assistance group, and school-based crime watch groups. TCC evaluations document its effectiveness in both urban and rural settings and in juvenile justice settings.

Key Resource

STREET LAW

18 16th Street, NW, Suite 602
Washington, DC 20006-2902
(202) 293-0088
www.streetlaw.org

Community Works
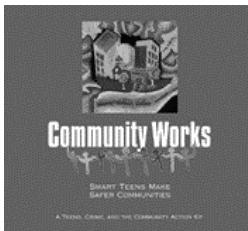
A curriculum from the national Teens, Crime, and the Community (TCC) which combines education and action to reduce teen victimization and to involve youth in their communities. Highly interactive activities - role plays, group discussions, skits - build leadership and communication skills. The program culminates in a community service project - planned, designed, and implemented by youth. Step-by-step lesson plans are designed for instructors who have limited time for lesson planning. TCC is a joint initiative of Street Law, Inc. and the National Crime Prevention Council.

Examples of Opportunities for Classroom Presentations

Classes	*Topic*
Career Development Classes	Law Enforcement as a Career
History Classes	History of Law Enforcement in Virginia or the city/county
Photography Classes	Crime Scene Photography
Health Classes	Alcohol and Drug Awareness
Sociology	Gang Awareness
Science/Biology	Forensic Evidence
Physics	Ballistics

Other Potential Law-Related Education Topics

Π Personal Safety

Π Stranger Awareness

Π Shoplifting

Π Vandalism

Π Bicycle Safety

Π Driver and Pedestrian Safety

Π Babysitting Safety

Π Home Safety and Security

Π Date Rape

Π Sexual Abuse

A Sample Course Outline

Unit I. Introduction to the Law
Types of law
Sources of law
How laws are made?

Unit II. Introduction to Law Enforcement
Types of law enforcement
Training required

Unit III. Introduction to the Criminal Justice System
Investigation
Arrest
Search and seizure
Legal rights
Hearings

Unit IV. Introduction to Criminal Law
What is a crime?
Classification of crime
Crimes against persons
Crimes against persons

Unit V. Introduction to the Judicial System
General District Courts
Juvenile and Domestic Relations District Courts
Circuit Courts
Court of Appeal and Virginia Supreme Court
Federal Courts

Guest speakers and field trips enrich the learning experience.

Instructional Strategies

Selecting teaching techniques that are suited to the age or developmental stage of the audience is an important aspect of being an effective teacher. When working with students, there are some significant developmental differences to keep in mind:

With primary students (K-2)
Π   Make the presentation very brief and narrow the message to one or two key points
Π   Involve the students
Π   Use puppets, coloring books, and animation when possible

With elementary students (3-5)
Π   Make the presentation brief and keep the message simple
Π   Involve the students by using games or asking what they think
Π   Use simple language

When working with students, there are some significant developmental differences to keep in mind.

With middle school students (6-8)
Note: there is a great deal of variation in the developmental stages of students in middle school; it is a transition period from childhood to early adolescence. Many sixth graders will appear quite childlike; by eighth grade most girls and some boys will appear quite mature. Despite the appearance of physical maturity, these students lack the maturity, experience, and judgment of older adolescents.

Π   Engage the students using group participation in exercises or scenarios
Π   Keep the message basic and use simple language; keep things fairly concrete
Π   Ask about their views and respond in a straightforward and honest way, avoiding scare tactics
Π   Peer pressure is beginning to be a significant influence

With high school students (9-12)
Note: high school students are typically capable of understanding more abstract concepts such as justice and obligations of citizenship; however, they still lack experience and benefit from direct instruction.

Π   Treat them as adults – particularly the eleventh and twelfth graders
Π   Remember that peer pressure is great at this stage
Π   Use plenty of examples or scenarios that are relevant to their own experiences
Π   Give facts; be honest and straightforward
Π   Avoid scare tactics or being an overbearing authority figure – it invites students to "test limits"
Π   Be prepared for questions about your personal views or experiences
Π   Use discussion and displays; provide sources of additional information on the topic in case the student wants to learn more.

Preparing Lesson Plans

A *Lesson Plan* is a guide which enables you to present logically organized instruction.

There are four major parts to a lesson plan:

A Lesson Plan is a guide which enables you to present logically organized instruction.

### I.	Introduction
✔ Capture student attention

✔ Identify objectives

✔ Tie-in other instruction

✔ Give reasons why it is important

### II.	Body
✔ Sequence objectives logically

✔ Supply sufficient supporting material

✔ Include practical exercises

### III.	Review
✔ Regain student attention

✔ Summarize key learning elements

✔ Check for understanding

✔ Include effective closing statements

### IV.	Practice
✔ Guided practice

✔ Independent practice
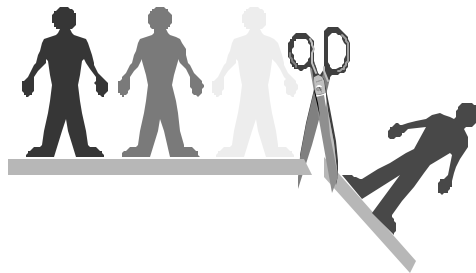
After you have developed the lesson, ask . . .

	YES	NO
1. Does the lesson deal with the major topic only?	❑	❑
2. Can the class master the material in the time allotted?	❑	❑
3. Are the facts meaningful to the students?	❑	❑
4. Is the goal of the lesson clearly stated?	❑	❑
5. Does the lesson include at least two new ideas?	❑	❑
6. Do you capture their interest immediately?	❑	❑
7. Are your objectives at the correct level of difficulty?	❑	❑
8. Can the student see where this lesson may lead?	❑	❑
9. Is this method the best one for this topic or class?	❑	❑
10. Are plans made for the use of effective teaching aids?	❑	❑
11. Have you planned for ample class participation?	❑	❑
12. Does the lesson tie-in with practical problems?	❑	❑
13. Have you planned time to evaluate performance?	❑	❑
14. Have you planned to expect the unexpected?	❑	❑

The correct answer to these questions is ***YES!***

Public Speaking

SROs have many opportunities to speak publicly – at faculty meetings, PTA, and community advisory councils, and civic organizations.

For effective communication . . .

- strive to appear confident

- watch posture

- establish eye contact

- use pauses, pacing, and volume for emphasis

The essentials of public speaking are:

1.   Know the audience
The message needs to be geared to their interests and roles. A parent group differs somewhat from a school faculty which differs from an administrators' meeting.

2.   Decide, in advance, on your key message
This not only helps give your message focus, but can be critical when a meeting runs longer than expected and you do not have as much time as you thought you would. By knowing the key message, you can effectively abbreviate your remarks and not lose the key point(s).

3.   Make your points clearly and with emphasis
Use phrases such as "my second point is. . ." to help the audience follow what you are saying.

4.   Anticipate the questions and concerns that your audience may have
Try to answer these within the presentation. Say, "A concern that parents often have is . . ." or "Teachers have often asked me. . ."

5.   Allow questions
This gives you an opportunity to clarify any points which might have been misinterpreted and to make your points again.

Remember:

Whether you like it or not, _how you look_ and _how you sound_ have more impact than the words you speak

COMMUNITY LIAISON ROLE

Establishing Links

A central principle of community policing involves the creation of partnerships between law enforcement and members of the community. SROs can help establish links to community resources. They can be part of a school's efforts to increase parent involvement, for example, by being willing to talk to parents about concerns they may have about their children's safety and security. By being a willing participant in the school community, the SROs can help plan and then carry out strategies which will create a sense of community ownership of the school and will increase community involvement in the school.

Experience of SROs has taught that once trust has been established, students and even parents will seek out the SRO for guidance in day to day problems. A SRO knowledgeable about school and community resources is better equipped to direct those seeking assistance to the appropriate resource.

"An effective school resource officer program integrates the officer's function with the existing social network of the community – including the department of social services, juvenile courts, public schools and law enforcement."

*- from the article "Community Policing within Schools" in **School Safety**, Fall 1995*

Becoming a Knowledgeable Liaison

To be an effective community liaison it is essential that the SRO is knowledgeable about community services and resources. Some strategies for learning more about resources are:

✔ Consult with the school's Student Services personnel (guidance counselors, school social workers, and school psychologists); they are typically very knowledgeable about community resources.

community ✔ Call your area United Way organization - many have resource directories.

Call youth- and family-serving agencies and organizations in your community and ask them:
- What services are offered?
- Location(s)? Hours? Waiting lists?
- What fees are charged? Do they work with families with limited incomes?
- What is the referral process?

Key Community Resources in Virginia

Community Services Boards

Community Services Boards (CSBs) are the local government agencies responsible for mental health, mental retardation and substance abuse services for citizens in their communities. Forty CSBs provide some services in every city and county in Virginia.

CSBs offer varying combinations of six core services:

Π emergency services (mandated)
Π local inpatient services
Π outpatient and case management services
Π day support services
Π residential services
Π prevention and early intervention services (mandated)

Comprehensive Services Act

The Comprehensive Services Act (CSA) was enacted by the Virginia General Assembly in 1992 following an extensive study of community services for youth and families in the Commonwealth. The Act was intended "to create a collaborative system of services and funding that is child-centered, family-focused, and community-based to address the needs of troubled and at-risk youth and their families. . " At the local level there are two teams:

The community policy and management team (CPMT) coordinates agency efforts, manages the available funds, and sees that eligible youths and their families get help.

The family assessment and planning team (FAPT) looks at the strengths and needs of individual youth and their families, decides what services to provide, and prepares a service plan for each family.

Both teams include staff members from community services boards (CSB), court service units (CSU), departments of health and social services, the local school division, and private service providers as well as parents. In some localities these teams go by different names and may also include other members.

Offices on Youth

Forty-seven (47) Offices on Youth operate in Virginia. Authorized under ₃66-26, *Code of Virginia*, they are locally run commissions that provide a variety of prevention and early intervention services for youth and their families.

Youth Development Organizations

There are many organizations, programs, and efforts throughout Virginia which have a positive effect on youth development and which serve to reduce the risk of violent behavior. Two organizations which have been shown to have positive outcomes in larger, national evaluation studies are Boys and Girls Clubs and Big Brothers/Big Sisters.

Boys and Girls Clubs
The Boys and Girls Clubs of America sponsor a wide range of programs in six categories: 1) Health and Life Skills, 2) Education and Career, 3) Character and Leadership, 4) Specialized Programs, 5) the Arts, and 6) Sports and Fitness.

Big Brothers/Big Sisters

Big Brothers and Big Sisters (BB/BS) are caring adults who are mentors to children, often from single parent homes. In Virginia, there are fifteen BB/BS organizations; contact information is listed in Supplement B.

Scouting and YMCA/YWCSs

Other youth development opportunities broadly available in Virginia include Scouting and recreational programs offered through YMCAs and YWCAs. Lists of key contacts for Scouting organizations and for YMCAs and YWCAs in Virginia are included in Supplement B.

The SRO As Positive Role Model

Key Elements of Being a Positive Role Model

Π Good moral standards
Π Good judgment and discretion
Π Consistency and fairness
Π Respect for students
Π Sincere concern for the school community

It is essential for an SRO to <u>always</u> be a positive role model because students learn from every observation of or interaction with the SRO.

Ways to be a Positive Role Model

Π Maintain professional appearance in clothing (uniform or street clothes) and   hygiene.

Π Be visible and accessible, willing to talk with students on their turf and to attend and participate in activities.

Π Interact positively with students and the school community at large; take their concerns seriously and follow up.

Π Participate in and support school functions and activities.

Π Maintain a relationship with students' parents, attending PTA meetings, parent nights, and conferences.

Π Maintain a relationship with the faculty and school administration

Π **DO NOT MAKE PROMISES YOU CANNOT DELIVER**

COPS as Coaches

Some localities have secured funding to provide supplemental funding to pay SROs to coach school sports after the regular school day. SROs who have coached report that coaching enhances their relationship with students in general and helps expose them to a broader spectrum of students.

Related Reading

Kids, COPS, and Communities
by Marcia R. Chaiken, National Institute of Justice and Carnegie Corporation of New York (1998). Book provides an in depth look at programs and policies that have successfully encouraged healthy development of young people. NCJ # 169599. Available electronically at http://www.ncjrs.org/ledocs.htm#169599

IV. THE SCHOOL ENVIRONMENT

SRO First Steps in Establishing Relationships

Key Strategies

Learn the School Community

1. Build relationships with school staff.
2. Build relationships with students.
3. Build relationships with parents.
4. Build relationships with residents in the school's neighborhood.
5. Build relationships with community businesses.

Understand the Role of Education

1. Learn the mission of the school.
2. Learn the policies of the school and the school division.
3. Dialogue with administrators concerning discipline standards.
4. Initiate the idea of a one-day internship with administration.
5. Remain flexible while working with educators.

Timetable for a Successful Beginning

Before school begins

Meeting administrators: A critical step. Meet early with the principal and other members of the school's administrative team to discuss expectations and set the ground rules for communication and ongoing collaboration. Reviewing each item in the Memorandum of Understanding (MOU) and related SRO Program operational procedure is a good idea. The MOU is typically developed at higher levels (between the Superintendent of School and the Sheriff/Chief). Exactly how it will be implemented at the individual school level requires careful review and clear understanding by the SRO and building administrators.

<u>Meeting teachers and other staff</u>: Teachers and other school staff members typically return to school a week or two before students arrive. This time is typically spent in training sessions, faculty meetings, and classroom preparation. This is an excellent opportunity for the SRO to be introduced, to give a brief presentation on the role of the SRO, and to talk informally with staff members.

First day of school - should include an introduction to the entire student body.

First weeks of school - introduction to all students in classroom setting. SRO should be highly visible, actively engage in informal discussions with students and staff, taking advantage of every opportunity to explain the SRO role.

First months of school - conduct brief presentations on the role of the SRO to students in the classroom setting.

First year of school - SRO should conduct brief presentations on the role of the SRO to parents at PTA/PTO meetings, to any community advisory councils which may exist, and to professional groups associated with the school.

In subsequent years, establish opportunities for new students and staff members to meet the SRO and to be oriented to the SRO Program.

Location of the SRO

Where a SRO is housed in a particular school tends to be a function of space availability, layout of the school, working relationships with administrators, and convenience. Many have found that proximity to the principal or administrative staff with whom the SRO works is an important factor in SRO Program efficiency and effectiveness. Others have found that because SROs are typically "out and about" the school campus maintaining a high level of visibility and rarely in an office, the actual location of the "office" is less important than accessibility to school administrators, records, telephones, and an appropriate space to interview students. If the SRO's office is located away from the main administrative office, it is critical that the SRO be integrated into the school's communication system.

Promoting Understanding of the School Resource Officer Program

Written Descriptions

Having a written description of the SRO Program, whether a simple handout or an expertly designed brochure, can be one of the most effective tools in promoting understanding of the SRO Program. Here is one example:

A School Resource Officer Program
What It Is, What It Provides, Who It Benefits and How

What It Is: A School Resource Officer (SRO) Program places officers in schools in an effort to create and maintain a safe learning environment for our youth. In its most successful format, it is community-based. It reflects a comprehensive community focus which integrates the SRO's efforts with the existing network of resources in the community. The SROs are more than police officers in schools. The schools are their communities and the SROs serve as a resource for their communities– the schools:

Roles of the SRO
First and foremost SROs are law enforcement officers whose primary purpose is to "keep the peace" – making schools a safe and orderly environment in which to learn.

Secondly, SROs are law-related educators who instruct students and school staff about the law and their rights and responsibilities under the law.

Third, SROs serve as liaisons, working collaboratively with others to provide links to law enforcement and other community resources and services.

Fourth, SROs serve as role models for youth.

What the SRO Program Provides:
1. it is a mechanism through which safe learning environments can be created and maintained;
2. it provides the community with an efficient, effective program;
3. and it saves money because the approach associated with it is one of prevention.

Who Benefits and How: Everyone!
Π   Students benefit because their schools are safer. They learn about their rights and responsibilities under the law and they have an additional resource available to them.
Π   Parents benefit because their children are in safe learning environments. They also have greater access to information about their rights and responsibilities under the law.
Π   Teachers and school administrators benefit because they are working in safe environments and they have another resource available to them;
Π   Law-enforcement officers benefit because they are better able to serve and protect their communities in an efficient, effective, and community-based way;
Π   The juvenile justice system benefits from the strengthened approach to youth who violate the law.
Π   Taxpayers benefit because more efficient, effective strategies are used to address youth crime and violence.
Π   The community benefits because the program strengthens interagency collaboration to tailor solutions to effectively address school-related crime and disorder.

Guidelines for Effective Ongoing Communications

✔ Good communications between the officer and the administration of the school is essential in providing a safe learning environment.

✔ The School Resource Officer assigned to a school is considered a member of the school's staff and should attend all meetings, contributing their knowledge and expertise toward the solution of matters affecting the operation of the school.

✔ The School Resource Officer should schedule 10 to 15 minute conferences daily with the school principal and administrators to keep them abreast of police related matters and to receive input and any advice in dealing with such matters.

✔ Every officer should earn the trust and confidence of the school administration, faculty, and staff, as well as employees of other community resources such as area businesses, youth-serving agencies, and other gathering places for youth such as parks and recreational areas.

✔ The officer's presence should not affect administrative responsibilities.

Π Classroom management rests with the teacher.
Π Officers are not on site to scare anyone, they are there to "provide a safe learning environment."

Key School Personnel: Understanding Roles And Establishing Relationships

In addition to the School Principal and Assistant Principal(s) and classroom teachers, schools typically have other professionals who work with students. These specialists perform a broad range of responsibilities. Because much of the work of these specialists is focused on high-risk students, it is important that the School Resource Officer understand their roles and establish working relationships with them. Among the specialists are Guidance Counselors, School Nurses, School Psychologists, and School Social Workers/Visiting Teachers.

Guidance Counselors are professional educators who hold graduate degrees and are licensed by the Virginia Department of Education. They typically do the following:

- Π Counsel students individually or in small groups
- Π Coordinate services to students
- Π Crisis counseling
- Π Consult with school multi-disciplinary teams
- Π Evaluate student records and interpret test scores
- Π Conduct classroom guidance sessions
- Π Explore educational and occupational information
- Π Refer students and parents to community resources

School Nurses are fully qualified nurses who work within the schools and typically do the following:

- Π Manage medical emergencies and administer medications
- Π Conduct vision, hearing, scoliosis, and other health screenings and, when problems are detected, refer for additional services
- Π Continuous observation for and, if necessary, control of communicable and infectious diseases
- Π Assist with family life education activities
- Π Individual counseling of students regarding health concerns
- Π Crisis counseling

School Psychologists hold graduate degrees, are licensed by the Virginia Department of Education and may hold other licensure. Some of the duties of school psychologists are:

Π Formal assessment of cognitive, academic and social/emotional functions of students
Π Crisis counseling and referral of students and their families to community services
Π Consultation with teachers, parents, and others regarding the psychological needs of students
Π Development of curriculum and teaching strategies and behavior management programs.

School Social Workers/Visiting Teachers hold graduate degrees and are licensed by the Virginia Department of Education and may hold additional clinical or specialty licenses. They typically have some of the following responsibilities:

Π Serve as liaison between home, school, and community resources, uniting the efforts on behalf of students

Π Individual and small group counseling and counseling with families

Π Serve on school and community interdisciplinary teams

Π Serve as attendance officer designee and enforce compulsory attendance

Π Provide outreach, including dropout retrieval

Π Serve on school's crisis team and provide crisis counseling

SROs must establish collaborative relationships with these specialists to be effective in schools.

Involving Youth in the SRO Program

Benefits *of student involvement and support of the School Resource Officer program*

- ✓ Helps you build rapport with students

- ✓ Reduces stereotypical views of police officers

- ✓ Provides opportunities for meaningful involvement of youth in activities to improve their school.

- ✓ Promotes crime and delinquency prevention

Key Resource

Youth
in action
APRIL 1998   NUMBER 01

For a Guide to Planning a Successful Crime Prevention Project, see
http://www.ojjdp.ncjrs.org/pubs/youthbulletin/9804/contents.html

Opportunities for Involvement . . .
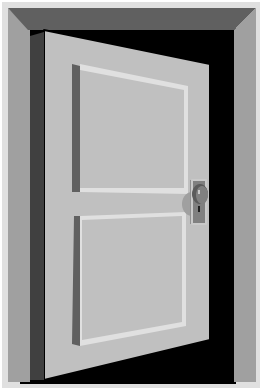
In many Virginia schools students are increasingly being provided opportunities to participate in community service projects. Additionally, many schools have SADD clubs, Peer Helpers and Conflict Managers Programs, and other youth organizations which address alcohol and other drug abuse and violence prevention. These provide tremendous opportunities for School Resource Officer involvement.

SOME IDEAS FOR STUDENT PROJECTS !

School Safety Surveys: assisting in the comprehensive school safety planning process by conducting surveys of peers.

Vandalism Prevention: using posters or brochures to bolster school pride and educate students on the high costs of vandalism.

Crime Watch: keeping an eye out for crime and suspicious activity and reporting them.

Drug Abuse Prevention: educating peers on the dangers of alcohol and other drugs; organizing activities which promote drug-free living.

Community Clean-ups: working with peers and others to paint over graffiti, pick up litter or spruce up school yards or parks.

Mentoring: Assisting younger students through tutoring, reading to them, or just spending time with them.

Teen Courts: trying real cases involving peers.

Senior Citizen Assistance: escorting seniors on errands, doing errands for them, or checking in with them to make sure everything is all right.

Related Reading

Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving (1998) by D. Kenney and S. Watson. Washington, DC: Police Executive Research Forum.

Information Sharing and the Family Educational Rights and Privacy Act (FERPA)

Creating Safe and Drug-Free Schools: An Action Guide - September 1996

Schools are often called upon to provide information regarding current or former students to a variety of individuals and organizations. For example, social service agencies, law enforcement agencies, youth-serving organizations, and health agencies often seek information concerning students to whom they are providing services. While the sharing of information contained in records systems (education and law enforcement records) maintained by the school is critical to the effective delivery of services, it cannot be done indiscriminately because Federal laws restrict the release of information contained in a student's education records.

Enacted in 1974, the Family Educational Rights and Privacy Act (FERPA) protects the privacy interests of students and parents through standards designed to discourage abusive and unwarranted disclosure of a student's education records.

FERPA provides parents access to education records and limits nonconsensual disclosure. Failure of an educational agency or institution to comply with FERPA can result in the loss of Federal funding.

Many State and local educational agencies and institutions narrowly interpret FERPA in their information release policies. Educators frequently decide to err on the side of caution by establishing policies recognizing a generalized right to privacy with regard to all information on students. Unfortunately, overly restrictive policies pose significant obstacles to meaningful information sharing between agencies.

The Improving America's Schools Act of 1994 (IASA) amended FERPA to permit educators, pursuant to a State statute, to disclose information to State and local officials, as long as the disclosure concerns the juvenile justice system. As a result, schools in States that have passed such statutes may now disclose information on students to other local and State agencies.

For example, the State of Florida enacted legislation requiring the State's Department of Health and Rehabilitative Services (DHRS) to establish an early delinquency intervention program with the cooperation of local law enforcement agencies, the judiciary, district school board personnel, the office of the State's Attorney, the office of the Public Defender, and community service agencies that work with children. The Florida law specifies the type of information the cooperating agencies are to share with the DHRS and directs specified agencies and persons to cooperate with law enforcement agencies with regard to releasing information about juvenile offenders.

Frequently Asked Questions about FERPA

What is FERPA?

FERPA is a Federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. When a student turns 18 or enters college, the rights under FERPA transfer to the student.

What is an "education record"?

FERPA defines "education record" as a record that contains information directly related to a student and that is maintained by an educational agency or institution or by a party acting for such agency or institution. The following types of records are examples of education records: report cards, surveys and assessments, health unit records, special education records, or information about parents maintained by a school.

What type of information is included in an education record?

FERPA does not address the types of information a school may or may not maintain in education records. Rather, FERPA affords parents and eligible students rights with respect to any education records maintained by an educational agency or institution. However, as noted above, the term "education record" is very broad and, with limited exceptions, includes most information that schools maintain on students.

Who controls or manages an education record?

Each educational agency or institution determines which officials are responsible for maintaining education records and for ensuring that parents are afforded their rights under FERPA.

What is a "law enforcement unit record"?

A "law enforcement unit record" is a record that is maintained by a law enforcement unit of the school or school district that was created by that law enforcement unit for the purpose of law enforcement.

What is a "law enforcement unit"?

A "law enforcement unit" is an individual, office, department, division, or other component of a school or school district, such as a unit of commissioned police officers or noncommissioned security guards, that is officially authorized or designated by the school district to (1) enforce any Federal, State, or local law or (2) maintain the physical security and safety of schools in the district. Larger metropolitan school districts, such as the Houston (Texas) Independent School District, employ commissioned
police officers who have the responsibility of enforcing laws. However, many smaller school districts do not hire commissioned police officers but rather officially designate an individual in the district with the responsibilities of a law enforcement unit.

What information can be shared from a law enforcement unit record?

FERPA does not prohibit the sharing of information from a law enforcement unit record. A record such as a crime or incident report that is created and maintained for a law enforcement purpose is not protected from disclosure by FERPA. Although a student's education records may be shared with a school's law enforcement unit, the law enforcement unit may not disclose the education records without prior parental or student consent (if the student is 18 years or older) or under a specified exception in FERPA.

What information from an education record can be shared with (1) other law enforcement entities and (2) non-law enforcement entities?

Subject to certain exceptions, FERPA provides that schools must obtain written consent from a parent or guardian before disclosing education records to a third party. However, there are several exceptions to this general rule.

One exception allows a school to disclose information from a student's education records to appropriate authorities in connection with an emergency in order to protect the health or safety of a student or other individuals.

Another exception allows a school to disclose information from a student's education records in compliance with a lawfully issued subpoena or court order. Generally, before complying with a subpoena or court order for education records, a school must make a reasonable effort to notify the parent. However, a school need not notify the parent if the subpoena or court order has been issued for a law enforcement purpose and the court or other issuing agency orders that the existence or contents of the subpoena not be disclosed.

One exception allows a school to disclose information from a student's education records to appropriate authorities in connection with an emergency in order to protect the health or safety of a student or other individuals.

Nothing in FERPA prevents a school official from disclosing to local law enforcement authorities information that is based on that official's personal knowledge or observation and not from an education record.

Schools may also disclose any information on a student, without the parent's prior written consent, to officials of another school where the student seeks or intends to enroll.

Nothing in FERPA prevents a school official from disclosing to local law enforcement authorities information that is based on that official's personal knowledge or observation and not from an education record

Additionally, Federal, State, and local educational authorities may be provided information on students in connection with an audit or evaluation of Federal or State-supported education programs or with the enforcement of or compliance with Federal legal requirements that relate to those programs.

Does FERPA permit schools to work effectively with juvenile justice system agencies to address juvenile violence and delinquency?

Yes. As previously noted, FERPA allows schools--while maintaining compliance with the law--to play a vital role in a community's efforts to identify at-risk and delinquent youth and provide services before a child becomes involved in serious and violent crime. As more and more States establish programs for the sharing of information designed to serve students as part of a juvenile justice system, the emphasis on neighbor-hood school participation in interagency information-sharing agreements will increase. FERPA need not be a barrier to this progress toward proactive information-sharing networks.

Related Reading

FERPA: Schools and Interagency Communication for Delinquency Intervention and Prevention (June 1997), a guidebook developed by the U.S. Departments of Justice and Education, is a valuable resource for educators and juvenile justice professionals interested in developing interagency information sharing agreements. The guidebook will provide clear guidance for allowable information sharing while maintaining State and local compliance with FERPA.

Individuals With Disabilities Education Act

Information in this section includes excerpts from *A Parent's Guide to Special Education*. Virginia Department of Education. Revised 1994.

Public Schools have responsibility for the education of all children. It is important for the School Resource Officer to be acquainted with the general responsibilities set forth in statute.

Note: In June 1997, the Individuals with Disabilities Education Act (IDEA) was amended by Public Law 105-17, the IDEA Amendments of 1997. This was the fifth set of amendments to the Act. New regulations took effect in May 1999. In general, the Amendments call for greater parental involvement, increased accountability for student participation and success in general education, adequately addressing behavior problems, and ensuring access by students with disabilities to the general curriculum.

The complete text of the revised law can be obtained on-line at http://www.ed.gov/offices/OSERS/IDEA.

IDEA is designed to provide for the education of children with disabilities. The Act provides for the following:

Π All children with disabilities in the United States have available to them a free appropriate public education.
Π Children with disabilities must be educated in the least restrictive environment, based on their individual needs.
Π The rights of children with disabilities and their parents are protected.
Π The federal government will provide some financial assistance to state and local school districts to help them carry out the requirements of the Act.

Π **"Free appropriate public education"** means special education and related services which:

Π are provided at no cost to the parent
Π meet the standards of the Board of Education
Π meet the individual needs of a child with a disability
Π include preschool, elementary school, middle school, or secondary school, and/or vocational education
Π are provided in accordance with an individualized education program
Π are provided in a public school, or in a private school at public expense, with public supervision and direction when a public school program is not appropriate or is not available.

The law requires that a free appropriate education be available to all identified children with disabilities in Virginia, ages 2 through 21, inclusive, who have not graduated from a secondary school or finished a program approved by the Board of Education.

Under IDEA, a child with a disability is a child who has been properly tested under state and federal law and found to have one of the following disabling conditions:

Π autism
Π deaf-blindness
Π developmental disability
Π hearing impairment, including deafness
Π mental retardation
Π multiple disabilities
Π orthopedic impairment
Π other health impairment
Π serious emotional disturbance
Π specific learning disability
Π traumatic brain injury
Π visual impairment including blindness

Special Education is specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. The term includes classroom instruction, instruction in physical education, instruction in vocational education, home instruction, and instruction in hospitals and institutions. It also includes speech-language pathology, occupational or physical therapy, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the individual educational needs of the child.

Related services are services which are necessary to help a child with a disability benefit from special education. The term may include, but is not limited to, the following:

Π audiology
Π counseling services (including rehabilitation counseling)
Π early identification and assessment
Π medical services required for diagnostic and evaluation purposes
Π parent counseling and training
Π physical and occupational education
Π psychological services
Π recreation
Π school health services
Π social work services
Π speech and language therapy
Π transportation
Π other programs determined to be necessary for the child with a disability   to benefit from

special education.

The Special Education Process

Identification of Children with Suspected Disabilities
Referrals for identification come from parents, state and local professionals, school principals and teachers, doctors and social workers, and other community workers. Anyone who suspects that a child needs these services should notify either the school principal, or principal's designee, or the person identified by the school division as the person to receive such referrals. The referral can be made verbally or in writing.

Referral - Child Study Committee
Every public school in Virginia has a Child Study Committee. This committee reviews records, information contained in the referral, and other materials that include information about the performance of a child who has been referred. The committee is composed of the following people:
- Π   the principal or designee;
- Π   teachers;
- Π   specialists; and
- Π   the person who referred the child (except where it would breach the confidentiality of the child).
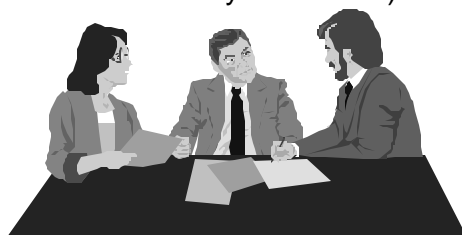
The Child Study Committee will review data, decide if additional information is needed, and develop a plan to help the child in the regular classroom. Sometimes, the committee may find that the initial reason the child was referred leads the committee to suspect the child may require special education. In this case, the committee will immediately make written recommendation for formal assessment to the special education administrator.

The special education administrator will then notify parents, in writing that the Child Study Committee suspects the child has a disability and that is necessary for the school division to do a formal assessment of the child. The notice must be in the parents' native language or primary method of communication and must include:
- Π   a description and an explanation of the action proposed by the school division;
- Π   the other options the school division considered and the reasons why these options were not used;
- Π   the parents' procedural rights; and
- Π   a general description of the kinds of tests and other procedures which will   be used in the

evaluation.

The parent must understand the notice and give the school permission before the assessment can begin.

Assessment Procedures

 "Assessment" or **"evaluation"** means the testing and observation used to gather more information about the child and his/her learning needs. An assessment may include observation of the child, testing of the child, examining the child's previous records, and interviews with the child, parents, and others who know the child. Assessments must be conducted by people who meet state licensure requirements.   The child must be assessed in any area related to his/her suspected disability. All children who are suspected of having a disability may have some or all of the following assessments:

Educational – The educational evaluation will inform parents and the professionals about the child's present educational abilities and achievement, and identify any problems the child has in learning;

Medical -- The medical examination must be performed by a licensed physician. The doctor will review the child's medical history, examine the child, and make an assessment of whether the child has a medical condition which may affect his/her learning;

Sociocultural – The sociocultural evaluation involves an interview with a qualified visiting teacher or school social worker. It includes information about the child in the home, as well as school and community factors, which may affect his/her performance in school;

Psychological – The psychological evaluation must be conducted by a qualified psychologist. The evaluation will inform the parents, the psychologist and the school personnel about the child's intellectual, emotional and social development. It may also indicate how the child relates to other people.

In addition, other testing may be completed and could include evaluations in the area of speech, language, and motor abilities. For student suspected of being learning disabled, there must be a classroom observation by at least one team member who is knowledgeable about learning disabilities, other than the child's teacher.

Eligibility

Once the assessments are completed, an eligibility committee reviews the information and determines if a child needs special education and/or related services.   The Eligibility Committee must include:
Π   school division personnel who represent each of the areas that were assessed (at least one person must have actually assessed or observed the child) and
Π   the special education administrator, or designee.

School divisions may allow parents to attend the Eligibility Committee meeting, but they are not required to include parents in this meeting.

Individualized Education Program (IEP)

If a child is found eligible for special education and/or related services, the next step in the process is the development of an Individualized Education Program, or IEP, for the child. The IEP is a written plan that specifies the individual educational needs of the child and what special education and related services are necessary to meet these needs.

The required parts of the IEP are:
Π a statement of the child's present level of performance
Π a statement of the annual goals for the child
Π a statement of short-term instructional objectives to help the child achieve the annual goals
Π a statement of the specific special education and related services which will be provided to the child
Π a statement describing how much the child will participate in regular education programs
Π the date services are to begin
Π objective criteria, and the methods and timelines used to evaluate the child's progress.

Placement and Service Delivery
Placement is where the child's special education instruction will occur. The child's placement must be based on the goals and objectives in the child's IEP.

Placement must be a close as possible to the child's home. The child must be educated in the school which the child would attend if not disabled unless the IEP indicates that another placement is appropriate. The school division is required to provide or to pay for the child's transportation to and from a placement proposed by the IEP Committee.

Every school division must provide a wide variety, or continuum, of alternative placements so that every child with a disability will have an appropriate program. This continuum includes:

Π regular classes
Π regular classes with supportive services special classes [resource (less than 50% of time) or self-contained (more than 50% of time)]
Π special day schools
Π hospital/home services
Π residential schools

Related Reading

A Parent's Guide to Special Education. Virginia Department of Education. Revised 1994.
***Regulations Governing Special Education Programs for Children with Disabilities in Virginia**. Virginia Department of Education. 1999.*

Discipline and Students with Disabilities

This section is an excerpt from the U. S. Department of Education's ***Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.*** (1998).

Under the 1997 Amendments to IDEA, specific requirements were added regarding the discipline of children with disabilities. These requirements were based on a number of factors, including court cases, Office of Special Education Programs memoranda, and findings from the Office of Civil Rights.

One of the basic tenants of the original law has become known as the "stay put" policy. This provision has served to prevent public agencies from unilaterally removing a child with a disability from his or her current educational placement and placing the child in another setting during administrative proceedings. The IDEA Amendments of 1997 carry forward this provision by stating:

"Except as provided in subsection (k)(7) [placement during appeals], during the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents otherwise agree, the child shall remain in the then-current educational placement of such child . . . " [϶615(j)]

The IDEA Amendments of 1997 add explicit new requirements regarding the discipline of students with disabilities who:

Π violate a school rule or code of conduct subject to discipline action;

Π carry a weapon to school or a school function under the jurisdiction of a state educational authority (SEA) or local educational authority (LEA);

Π knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or school function under the jurisdiction of an SEA or LEA.; and

Π if left in their current educational placement, are substantially likely to injury themselves or others.

Section 615(k) of the IDEA Amendments of 1997 divides the disciplinary process into 10 subsections. The following paragraphs briefly outline these disciplinary requirements.

The IDEA Amendments of 1997 clarify the authority of school personnel to take disciplinary action, including a change in placement for a child with a disability –

> "(i) to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 days (to the extent such alternatives would be applied to children without disabilities); and (ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if –
>
> > (I) the child carries a weapon to school or a school function . . .; or
> > (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function . . " [Ə615(k)(1)(A)]

The IDEA Amendments of 1997 clarify the authority of school personnel to take disciplinary action, including a change in placement for a child with a disability –

Either before or not later than 10 days after taking the disciplinary action mentioned above, if the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention for the child before the behavior that resulted in the suspension, the agency must convene an IEP meeting to develop an assessment plan to address the behavior. If the child already has a behavioral assessment plan, the IEP team must review the plan and modify it as necessary. [Ə615(k)(1)(B)]

The law expanded the authority of the hearing officer to place the child in an appropriate interim alternative educational setting for not more than 45 days. The hearing officer must determine that the public agency has demonstrated that maintaining the child in the current placement is substantially likely to result in injury to the child or others. In so determining, the hearing officer must consider the appropriateness of the current placement and whether the public agency has made a reasonable effort to minimize the risk of harm in the current placement, including the use of supplemental aids and services. [Ə615(k)(2)]

Both of these new provisions refer to placing the child with a disability in a setting which will enable the child to continue to participate in the general curriculum and to continue to receive services and modifications described in the child's IEP and enable the child to meet the goals of the IEP. The placement

must be determined by the IEP team. [∋615(k)(3)]

The relationship between the child's disability and the misconduct must be determined through a "manifestation determination review."

The relationship between the child's disability and the misconduct must be determined through a "manifestation determination review." The IEP team may determine that the behavior was not a manifestation of the child's disability. To consider the behavior subject to the disciplinary action, all relevant information, including evaluation and diagnostic results, including other relevant information supplied by parents of the child, observations of the child, and the child's IEP placement must be reviewed in relation to the behavior subject to the disciplinary action. The IEP team must determine that the child's IEP and placement were appropriate and the supplementary aids and services and the behavior intervention strategies were provided consistent with the child's IEP and placement, the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action, and the child's disability did not impair the ability of the child to control the behavior. [∋615(k)(4)(C)]

Under the IDEA Amendments of 1997, if it is determined that the misconduct was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities. However, schools must continue to provide a free appropriate public education to children with disabilities who have been suspended or expelled from school. [∋615(k)(5)(A)]

Parents have the right to appeal manifestation determinations. During the appeal, the "stay put" provision determines the child's placement during the appeal process. The LEA may request an expedited hearing if the school personnel maintain that it is dangerous for the child to be in the current placement. [∋615(k)(6) and (7)]

Also under the IDEA Amendments of 1997, a child who has not yet been found eligible for special education and has violated any rule or code of conduct could assert the protections of the Act if the LEA had knowledge that the child had a disability before the behavior occurred. The IDEA Amendments of 1997 include a set of criteria to determine whether the LEA

knew if the child had a disability. If the LEA did not have knowledge that a child has a disability, then the child may be subject to the same disciplinary

actions as children without disabilities. However, if a request is made for an evaluation of a child during the time that the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. [ɝ615(k)(8)(C)]

The IDEA Amendments of 1997 make it clear that agencies are not prohibited from reporting a crime committed by a child with a disability to the appropriate authorities. Similarly, the law does not prevent State and judicial authorities from exercising their responsibilities. [ɝ615(k)(9)]

Finally, the IDEA Amendments of 1997 provide definitions for controlled substances, illegal drugs, substantial evidence, and weapons. These definitions are critical to interpretation and implementation of these new provisions. [ɝ615(k)(10)]

The IDEA Amendments of 1997 make it clear that agencies are not prohibited from reporting a crime committed by a child with a disability to the appropriate authorities. Similarly, the law does not prevent State and judicial authorities from exercising their responsibilities.

Related Reading

Woodruff, D. W., Osher, D., Hoffman, C. C., Gruner, A., King, M. A., Snow, S. T., and McIntyre, J. C. (1999). The role of education in a system of care: Effectively serving children with emotional or behavioral disorders. ***Systems of Care: Promising Practices in Children's Mental Health, 1998 Series, Volume III.*** Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research.

Cultural Diversity

The following information is from the Cultural Diversity and Community Policing training offered by the Community Policing Consortium and delivered by the National Organization of Black Law Enforcement Executives. Additional information about this training is available from the Community Policing Consortium, 1726 M St. N.W., Suite 801, Washington, DC 20036, Phone: (800) 833-3085; Fax: (202) 833-9295; http: //www.communitypolicing.org

What is Cultural Diversity?

Cultural diversity is a simple phrase representing a complex combination of factors with which we are born and which we acquire in life that create our individual sense of identity.

Communication Styles

Good communication between police and the citizens they serve is essential.

The difficulty in communicating with diverse groups is that less than 20% of communication is verbal.

For example, communication styles include the perception and use of personal space. Individuals within the dominant culture in the United States tend to stand 4 to 12 feet from individuals when speaking if they do not know the individuals well. To people of different cultures, this posture can appear to express aloofness, superiority, or an unwillingness to see others as "worthy" human being.

Did you know. . .?

Arabs may speak loudly and stand close to others. They can be perceived as threatening or aggressive.

Latinas and Arab women are taught to drop their eyes when being questioned. They can be perceived as unassertive or deceitful. Trying to engage in eye contact with these women can be seen by men of their culture as a sexual "come-on."

Japanese culture regards a passive facial expression as appropriate. Such an expression can be perceived as deceitful and obstructive. Expressing emotion by facial expression can be perceived by Japanese as not having "good manners."

Middle Easterners who take time for social conversations before business can be seen as evasive or inefficient. Immediately starting the conversation with business matters or questions can be perceived by Middle Easterners as being aggressive, abrupt, and just plain rude.

Some African Americans perceive direct eye contact as challenging or aggressive behavior.

Deaf persons or others who do not understand spoken language can appear to resist authority or instructions.

Smiling individuals may seem smart or smug to a law enforcement official who misinterprets embarrassment.

A Touchy Situation

Orthodox Jews and devout Muslims cannot shake hands with members of the opposite sex unless they are married. To do so would violate their religious code of ethics.

African Americans may also be sensitive to being touched when they are angry.

Latin Americans often use touch to communicate with others.

The Chinese do not normally like to be touched on the head.

Koreans are taught that touching someone they do not know is rude. This includes placing money in the hands of customers.

French and Spanish men and women tend to touch more than other Europeans and much more than individuals who were raised in the United States or in a Northern European-influenced culture.

Native Americans often do not shake hands.

Japanese culture has many rituals that involve knowing when to touch and when not to touch.

Ten Cultural Aspects That Can Cause Misunderstanding

1. Sense of Self and Space - Be care when addressing people you do not know well, particularly people you serve, by their first names. Ask what they want to be called.

Π Don't immediately assume you are being threatened if people from other cultures stand close to you when you are speaking. Evaluate the situation for true risk before acting.

Π Don't be too friendly or too aloof with people you don't know well.

Π Listen. Listen. Listen. Learn about others and be alert for cultural misunderstandings. Even an insult that is intended or intentional becomes meaningless when it is ignored.

2. Communication and Language - Be aware that different cultures use eye contact and gestures in different ways.

Π Don't readily interpret the unwillingness of someone to look you in the eye as deviousness.

Π Don't try to "stare people down."

Π Do not touch unless touched. Do not interpret touches as threatening or a "come on."

Π Use a gentle but firm handshake. If you are a woman and know the individual is an Orthodox Jew or Muslim, do not offer your hand or look the individual directly in the eyes. Men in a position of authority, such as law enforcement officers, should remember that women from these cultures will be more comfortable with a female officer.

Π Moderate your tone of voice and how loudly you speak. Slow down and talk more slowly. It will not only allow a non-native speaker to understand you, but it will also allow you to think about your choice of words.

Π Leave time for silences. Use the time to think.

Π Cultivate a pleasant facial expression. Avoid smiling broadly when giving directions or interviewing.

Π Do not think out loud even when you feel you are with individuals who share your cultural heritage.

3. Respect Differences - Dress, hair styles, makeup (on men and women) and even rules about the acceptability of body odor are culturally determined. Don't be so quick to judge others by your standards.

4. Be Aware of Special Laws - Be informed about the special holidays, feast and fasting rituals, and dietary laws of others. Do not be offended if someone does not eat portions or all of the food you offer, particularly foods such as pork. Remember, neither an Orthodox Jew nor a Muslim can eat pork because of religious laws.

If you are offered food that is not within your cultural repertoire, you may decide to risk politely declining it. You may make an attempt to at least taste it out of respect for the other person's hospitality and culture.

5. Timeliness - The importance of being on time is a predominantly Northern European trait. Other cultures may not view timeliness as a virtue.

6. Families - Cultures define families in different ways. The Japanese culture includes those who work for a company or business in an extended family group. Individuals outside this grouping trying to do business with the Japanese or to gain information may feel they are being excluded. Many cultures recognize extended family groups and think it is not wrong, but right, to hire relatives.

7. Personal Issues - Respect other cultures' interpretations about privacy. Personal freedom and loyalty are expressed differently in different cultures.

8. Beliefs - Always respect the beliefs of others, no matter how odd they seem when compared to your own.

9. Learning - Culture can influence the way and speed with which we learn. Try to convey your meaning with pictures, non-threatening and subdued gestures, as well as moderately paced speech.

10. Judging Others - Don't be so quick to judge others by your standards. Many cultures place family above work – something the U. S. culture is just beginning to appreciate. Not all cultures appreciate self-starters.

Activities That Can Improve Your Understanding of Persons of Different Cultures

1. **Attend cultural group meetings, social events.**

2. **Learn helpful words and phrases of a different language.**

3. **Make friendly contacts with citizens/clients in non-work situations.**

4. **Volunteer time to work with persons in a particular cultural group on their most pressing concerns.**

5. **Ask persons with a particular cultural group what they would suggest you do to get to know the residents of that neighborhood better.**

6. **Be patient. Cultural understanding and trust don't happen quickly.**

7. **Realize that you will make cultural faux pas, but if they are the result of a good-faith effort to learn more about different cultures, these mistakes will not be disastrous. People will respect you for making an effort.**

8. **Be honest in building relationships.**

9. **Don't be defensive if a citizen/client accuses your agency of treating people of their cultural group poorly. Listen to what the person says and be willing to do your best to address their concerns.**

Overview of Selected School Programs

Conflict Resolution Programs

Content of this section is adapted from <u>Conflict Resolution Fact Sheet</u> by Donni LeBoeuf and Robin V. Delany-Shabazz, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Published: March 1997

Delinquency and violence are symptoms of a juvenile's inability to handle conflict constructively. By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence in juvenile facilities, schools, and communities, while providing lifelong decision making skills. These programs also combat chronic truancy and reduce the number of suspensions and disciplinary referrals. Reducing staff time spent on discipline and enhancing the self-esteem of participants are additional benefits.

By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence in juvenile facilities, schools, and communities, while providing lifelong decision making skills.

Conflict resolution education teaches the skills needed to engage in creative problem solving. Parties to disputes learn to identify their interests, express their views, and seek mutually acceptable solutions. These programs are most effective when they involve the entire facility or school community, are integrated into institutional management practices and the educational curriculum, and are linked to family and community mediation initiatives.

Conflict Resolution Education

There are four general approaches to conflict resolution education: process curriculum, peer mediation, peaceable classroom, and peaceable school. Programs often combine elements from these approaches.

Process Curriculum

Educators who teach the principles and processes of conflict resolution as a distinct lesson or course are using the process curriculum approach. The Program for Young Negotiators, based on the Harvard Negotiation Project, typifies this approach. Young people, staff, and administrators are taught to practice principled negotiation as a means of goal achievement and dispute resolution. Preliminary results indicate that participating youth are successful in discussing disputes and avoiding fights with their peers. Parents and teachers reported less need to intervene in conflicts and improvement in students' ability to communicate.

Peer Mediation

Recognizing the importance of directly involving youth, many schools and communities employ peer mediation as part of a comprehensive strategy of violence prevention. Trained youth mediators work with their peers to find resolutions to conflicts.

Peaceable Classroom and Peaceable School

Recognizing the importance of directly involving youth, many schools and communities employ peer mediation as part of a comprehensive strategy of violence prevention.

Peaceable classroom is a whole-classroom methodology that includes teaching students the foundation abilities, principles, and one or more of the three problem-solving processes of conflict resolution. Conflict resolution education is incorporated into the core subjects of the curriculum and into classroom management strategies.

Peaceable school programs build on the peaceable classroom by integrating conflict resolution into the management of the institution with every member -- from crossing guard to classroom teacher -- learning and using conflict resolution. Peaceable school climates challenge youth and adults to believe and act on the understanding that a diverse, nonviolent society is a realistic goal.

Evaluations of Teaching Students To Be Peacemakers, a peaceable classroom program, and Creating the Peaceable School and Resolving Conflict Creatively, peaceable school programs, showed significant benefits to participants, declines in conflicts, and increases in positive behavior by students.

Most conflict resolution and peer mediation programs -- an estimated 7,500 to 10,000 -- have been implemented in our Nation's elementary, middle, and high schools. However, conflict resolution programs are also a meaningful component of safe and violence-free juvenile justice facilities, alternative education programs, and community mobilization efforts to combat violence.

Related Reading

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings (NCJ 160935), Available from the Juvenile Justice Clearinghouse (JJC) at 800-638-8736.

Student Assistance Programs

Student Assistance Programs can be strong partners with School Resource Officers.

An effective Student Assistance Program is multifaceted and typically performs six basic functions.

> **1. Early identification** of students who exhibit behaviors of concern.

> **2. Screening** of identified students to make a preliminary determination of the nature, scope, and implications of problems. The plan for intervention is based on needs identified.

> **3. Intervention** involves making available to identified students the in-school and community-based services appropriate to address identified needs.

> **4. Linkage to treatment** involves referral of the student, and often his parents, to qualified community-based diagnostic and treatment services.

> **5. Support for change** involves a variety of in-school services designed to assist students to reduce destructive behaviors and make healthy lifestyle choices.

> **6.** A sixth function, **prevention,** is sometimes listed in the SAP literature. These are defined as education and other activities which promote, support, and reinforce healthy lifestyles among students.

A comprehensive model for drug-free schools requires a continuum of prevention education, support, and intervention which is closely coordinated.

Related Reading

Anderson, Gary L. 1993. *When Chemicals Come to School: The Core Team Model of Student Assistance Programs.* 3rd. Ed. Greenfield, WI: Community Recovery Press.
Newsam, Barbara S. 1992. *Complete Student Assistance Program Handbook: Techniques and Materials for Alcohol/Drug Prevention and Intervention in Grades 7 - 12.* West Nyack, NY: The Center for Applied Research in Education.

BENEFITS OF STUDENT ASSISTANCE PROGRAMS

Student Assistance Programs (SAPs) are modeled after Employee Assistance Programs (EAPs). Just as EAPs seek to increase productivity and help employees to stay on the job, SAPs are designed to help students succeed in school and complete their education.

Student Assistance Programs are modeled after Employee Assistance Programs.

Students Benefit
SAPs aim to identify troubled students and connect them with the helping services available to them in the school and in the community. SAPs provide confidential services for students whose personal concerns may be affecting their performance or behavior at school.

Schools Benefit
SAPs encourage academic success by helping students with problems that preoccupy them and prevent them from reaching their potential. SAPs function as an easily accessible, highly visible helping system within each school. With their emphasis on early intervention and healthy choices, SAPs can play an integral role in dropout prevention and comprehensive health promotion.

Families and Communities Benefit
SAPs bring together school, community, family, and youth in a working partnership. SAPs develop and maintain effective linkages to community services for youth and their families.

YADAPP
(Youth Alcohol and Drug Abuse Prevention Project)

Annual statewide YADAPP Conferences have been held since 1985. With leadership from the Virginia Department of Education's Office of Compensatory Programs, Safe and Drug-Free Schools Program, the Governor's Office for Safe and Drug-Free Schools and Communities, and the Department of Alcohol Beverage Control and collaboration from other state and local agencies and organizations, the conference brings together teams from over 100 high schools in Virginia.

The Mission of YADAPP is to help high school students and adult sponsors to assume positive peer leadership roles towards the goal of safe and drug-free schools and communities. YADAPP accomplishes this mission by providing school teams a variety of training opportunities including motivational speakers, information workshops, and experience in developing action plans for implementation in their schools.

The Philosophy of YADAPP: Young people need a safe and drug-free environment to achieve personal success and to build strong communities. As primary influences on their peers, high school students have the capacity to become both positive influences and leaders in the ongoing efforts to prevent violence and the use of alcohol, tobacco, drugs, and other risky behaviors.

WHO COMES? School teams (2 boys and 2 girls and 1 adult sponsor) from any public or private secondary school in Virginia. About 650 participants have attended the recent conferences – approximately 400 student participants, 100 adult school sponsors, 40 youth leaders, 20 junior staff members, and more than 100 adult conference staff.

WHAT GOES ON? YADAPP is designed as a peer empowerment conference. Students are provided training in how to take leadership roles in their schools to implement projects and clubs which support safe schools and the prevention of alcohol and other drug use by their peers. Adult sponsors participate in training specially designed for them and have opportunities to network; they may also apply to earn graduate credit for their participation.

For additional information contact: Safe and Drug-Free Schools and Communities Program, Virginia Department of Education

V. WORKING WITH ADOLESCENTS

Adolescent Development: Normal Adolescent Development

Each teenager is an individual with a unique personality and special interests, likes and dislikes. In general, however, there is a series of developmental tasks that everyone faces during the adolescent years. A teenager's development can be divided into three stages -- early, middle, and late adolescence.

The normal feelings and behaviors of adolescents for each stage are described below.

Early Adolescence (12-14 years)

Movement Towards Independence
1. Struggle with sense of identity
2. Moodiness
3. Improved abilities to use speech to express oneself
4. More likely to express feelings by action than by words
5. Close friendships gain importance
6. Less attention shown to parents, with occasional rudeness
7. Realization that parents are not perfect; identification of their faults
8. Search for new people to love in addition to parents
9. Tendency to return to childish behavior, fought off by excessive activity
10. Peer group influence interests and clothing styles

Career Interests
11. Mostly interested in present and near future
12. Greater ability to work

Sexuality
13. Girls ahead of boys
14. Same-sex friends and group activities
15. Shyness, blushing and modesty
16. Show-off qualities
17. Greater interest in privacy
18. Experimentation with body (masturbation)
19. Worries about being normal

Ethics and Self-Direction
20. Rule and limit testing
21. Occasional experimentation with cigarettes, marijuana, and alcohol
22. Capacity for abstract thought

Middle Adolescence (15-16)

Movement Towards Independence
1. Self-involvement, alternating between unrealistically high expectations and poor self-concept
2. Complaints that parents interfere with independence
3. Extremely concerned with appearance and with one's own body
4. Feelings of strangeness about one's self and body
5. Lowered opinion of parents, withdrawal of emotions from them
6. Effort to make new friends
7. Strong emphasis on the new peer group with the group identity of
8. selectivity, superiority and competitiveness
9. Periods of sadness as the psychological loss of the parents takes place
10. Examination of inner experiences, which may include writing a diary

Career Interests
11. Intellectual interests gain importance
12. Some sexual and aggressive energies directed into creative and career interests

Sexuality
13. Concerns about sexual attractiveness
14. Frequently changing relationships
15. Movement towards heterosexuality with fears of homosexuality
16. Tenderness and fears shown towards opposite sex
17. Feelings of love and passion

Ethics and Self-Description
18. Development of ideals and selection of role models
19. More consistent evidence of conscience
20. Greater capacity for setting goals
21. Interest in moral reasoning

Late Adolescence (17-19 years)

Movement Towards Independence
1. Firmer identity
2. Ability to delay gratification
3. Ability to think ideas through
4. Ability to express ideas in words
5. More developed sense of humor
6. Stable interests
7. Greater emotional stability
8. Ability to make independent decisions
9. Ability to compromise
10. Pride in one's work
11. Self-reliance
12. Greater concern for others

Career Interests
13. More defined work habits
14. Higher level of concern for the future
15. Thoughts about one's role in life

Sexuality
16. Concerned with serious relationships
17. Clear sexual identity
18. Capacities for tender and sensual love

Ethics and Self-Direction
19. Capable of useful insight
20. Stress on personal dignity and self-esteem
21. Ability to set goals and follow through
22. Acceptance of social institutions and cultural traditions
23. Self-regulation of self esteem

Teenagers will naturally vary slightly from the descriptions in the charts above, but the feelings and behaviors listed for each area are, in general, considered normal for each of the three stages. The mental and emotional problems that can interfere with these normal developmental stages are treatable. If a teenager seems very different from the descriptions presented here, it may be appropriate to consult with a mental health professional.

Adapted from information developed by the American Academy of Child & Adolescent Psychology

Alcohol and Other Drug Abuse Information

Key Sources of Information

There are many sources of information on alcohol and other drug abuse.

Some of the most comprehensive sources are as follows:

National Clearinghouse for Alcohol and Drug Information
The world's largest resource for current information and materials concerning alcohol and substance abuse prevention, intervention, and treatment, the National Clearinghouse for Alcohol and Drug Information (NCADI) is a service of the Center for Substance Abuse Prevention, which is under the Substance Abuse and Mental Health Services Administration (SAMHSA). Website - http://www.health.org

Office of National Drug Control Policy
The principal purpose of ONDCP is to establish policies, priorities, and objectives for the Nation's drug control program, the goals of which are to reduce illicit drug use, manufacturing, and trafficking; drug-related crime and violence; and drug-related health consequences. This website includes information on prevention and education, treatment, science and medicine, and the National Drug control policy. Website - http://www.whitehousedrugpolicy.gov

Center for Substance Abuse Prevention Prevention Online
CSAP's mission is to provide national leadership in the Federal effort to prevent alcohol, tobacco, and illicit drug problems. This website connects people and resources to innovative ideas and strategies, and encourages efforts to reduce and eliminate alcohol, tobacco, and illicit drug problems both in the United States and internationally. Website - http://www.samhsa.gov/csap/

Safe and Drug-Free Schools and Communities Programs
U. S. Department of Education
The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools. This site includes information on publications, grants, research, model programs, and other related sites.   Website - http://www.ed.gov/offices/OESE/SDFS

Key Surveys of Youth Use

Monitoring the Future

Each year since 1975, Monitoring the Future has surveyed a nationwide sample of high school seniors. Since 1991, the project has also included nationwide samples of 8th and 10th grade students. In addition, annual follow-up surveys are mailed to a sample of each graduating class for a number of years after their initial participation. The Monitoring the Future project is conducted by the University of Michigan's Survey Research Center. Website - http://www.isr.umich.edu/src/mtf/

Youth Risk Behavior Survey (YRBS)

The YRBS is a component of the Center for Disease Control's Youth Risk Behavior Surveillance System, which biennially measures the prevalence of priority health-risk behaviors among youths through representative national, state, and local surveys (CDC, 1998). The 1997 national YRBS used a three-stage cluster sample to obtain a representative sample of 16,262 students in grades 9-12 in the 50 states and the District of Columbia. In general, the survey has found higher rates of alcohol, cigarette, marijuana, and cocaine use for youths than were found in the NHSDA. Website – http://www.cdc.gov

National Household Survey on Drug Abuse

The National Household Survey on Drug Abuse is the primary source of statistical information on the use of illegal drugs by the United States population. Conducted by the Federal Government since 1971, the survey collects data by administering questionnaires to a representative sample of the population at their place of residence. The Survey is sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). The 1997 NHSDA employed a multistage area probability sample of 24,505 persons interviewed from January through December 1997. Website - http://www.samhsa.gov/oas/nhsda

Selected Surveys Which Communities Can Use to Assess Use by Local Youth

Survey	*Source/Contact Information*
Youth Risk Behavior Survey	Centers for Disease Control website: http://www.cdc.gov Telephone: (404) 639-3534 Toll Free: 1-800-311-3435
Communities That Care	Developmental Research and Programs, Inc. website: http://www.drp.org Toll Free: 1-800-736-2630
Profiles of Student Life: Attitudes and Behaviors Survey	Search Institute, Inc. website: http://www.search-institute.org Telephone: (612) 376-8955 Toll Free: 1-800-888-7828

Truants

Truancy is the first sign of trouble; the first indicator that a young person is giving up and losing his or her way. When young people start skipping school, they are telling their parents, school officials and the community at large that they are in trouble and need our help if they are to keep moving forward in life. Research data tells us that students who become truant and eventually drop out of school put themselves at a long term disadvantage in becoming productive citizens. High school dropouts, for example, are two and a half times more likely to be on welfare than high school graduates. In 1995, high school dropouts were almost twice as likely to be unemployed as high school graduates. In addition, high school dropouts who are employed earn much lower salaries. Students who become truant and eventually drop out of high school too often set themselves up for a life of struggle.

When young people start skipping school, they are telling their parents, school officials and the community at large that they are in trouble and need our help if they are to keep moving forward in life.

Truancy is a gateway to crime. High rates of truancy are linked to high daytime burglary rates and high vandalism. According to the Los Angeles County Office of Education, truancy is the most powerful predictor of juvenile delinquent behavior. "I've never seen a gang member who wasn't a truant first," says California District Attorney Kim Menninger. Truancy prevention efforts should be a part of any community policing effort to prevent crime before it happens.

During a recent sample period in Miami more than 71 percent of 13 to 16 year-olds prosecuted for criminal violations had been truant.

Π In Minneapolis, daytime crime dropped 68 percent after police began citing truant students.
Π In San Diego, 44 percent of violent juvenile crime occurs between 8:30 a.m . and 1:30 p.m.

While no national data on the extent of truancy exists, we know that in some cities unexcused absences can number in the thousands each day. In Pittsburgh, for example, each day approximately 3,500 students or 12 percent of the pupil population is absent and about 70 percent of these absences are unexcused. In Philadelphia, approximately 2,500 students a day are absent without an excuse. In Milwaukee, on any given school day, there are approximately 4,000 unexcused absences.

Combating truancy is one of the first ways that a community can reach out quickly to a disaffected young person and help families that may be struggling with a rebellious teenager. This guide seeks to offer parents, school officials, law enforcement agencies and communities a set of principles to design their own strategies to combat truancy and describes successful models of how anti-truancy initiatives are working

in communities across the nation.

Users' Guide to Deterring Truancy

Each school and each community need to decide which steps to take to reduce truancy. These decisions should be made with the active involvement of parents, educators, law enforcement personnel, juvenile and family court judges, and representatives from social service, community, and religious organizations.

In order to enforce school attendance policies, school officials should establish close linkages with local police, probation officers, and juvenile and family court officials.

The communities that have had the most success in deterring truancy not only have focused on improving procedures -- such as those that accurately track student attendance -- but each also has implemented a comprehensive strategy that focuses on incentives and sanctions for truants and their parents. Below are five primary elements of a comprehensive community and educational strategy to combat truancy.

1. Involve parents in all truancy prevention activities.
Parents play the fundamental role in the education of their children. This applies to every family regardless of the parents' station in life, their income, or their educational background. Nobody else commands greater influence in getting a young person to go to school every day and recognizing how a good education can define his or her future.

For families and schools to work together to solve problems like truancy, there must be mutual trust and communication. Many truancy programs contain components which provide intensive monitoring, counseling and other family-strengthening services to truants and their families. Schools can help by being "family-friendly" and encouraging teachers and parents to make regular contact before problems arise. Schools may want to consider arranging convenient times and neutral settings for parent meetings, starting homework hotlines, training teachers to work with parents, hiring or appointing a parent liaison, and giving parents a voice in school decisions.

2. Ensure that students face firm sanctions for truancy.
School districts should communicate to their students that they have zero tolerance for truancy. State legislatures have found that linking truancy to such items as a student's grades or driver's license can help reduce the problem. Delaware, Connecticut, and several other states have daytime curfews during school hours that allow law enforcement officers to question youth to determine if their absence is legitimate. In a few states, including New York, a student with a certain number of unexcused absences can be failed in his or her courses. A Wisconsin judge may, among other options, order a truant to attend counseling or to attend an education program designed for him or her.

3. *Create meaningful incentives for parental responsibility.*
It is critical that parents of truant children assume responsibility for truant behavior. It is up to each community to determine the best way to create meaningful incentives for such parents to ensure that their children go to school. In some states, parents of truant children are asked to participate in parenting education programs. Some other states, such as Maryland and Oklahoma, have determined that parents who fail to prevent truancy can be subject to formal sanction or lose eligibility for certain public assistance. Communities can also provide positive incentives for responsible parents who ensure their child's regular school attendance. Such incentives can include increased eligibility to participate in publicly funded programs. Local officials, educators and parents, working together, can make a shared commitment to assume responsibility for reducing truancy -- and can choose the incentives that make the most sense for their community.

4. *Establish ongoing truancy prevention programs in school.*
Truancy can be caused by or related to such factors as student drug use, violence at or near school, association with truant friends, lack of family support for regular attendance, emotional or mental health problems, lack of a clear path to more education or work, or inability to keep pace with academic requirements. Schools should address the unique needs of each child and consider developing initiatives to combat the root causes of truancy, including tutoring programs, added security measures, drug prevention initiatives, mentorship efforts through community and religious groups, campaigns for involving parents in their children's school attendance, and referrals to social service agencies.

Schools should also find new ways to engage their students in learning, including such hands-on options as career academies, school-to-work opportunities, and community service. They should enlist the support of local business and community leaders to determine the best way to prevent and reduce truancy. For example, business and community leaders may lend support by volunteering space to house temporary detention centers, establishing community service projects that lead to after school or weekend jobs, or developing software to track truants.

5. *Involve local law enforcement in truancy reduction efforts.*
In order to enforce school attendance policies, school officials should establish close linkages with local police, probation officers, and juvenile and family court officials. Police Departments report favorably on community-run temporary detention centers where they can drop off truant youth rather than bring them to local police stations for time-consuming processing. When part of a comprehensive anti-truancy initiative, police sweeps of neighborhoods in which truant youth are often found can prove dramatically effective.

School districts should communicate to their students that they have zero tolerance for truancy. State legislatures have found that linking truancy to such items as a student's grades or driver's license can help reduce the problem.

Source: Manual to Combat Truancy. Prepared by the U.S. Department of Education in cooperation with the U.S.

Abused and Neglected Youth

GENERAL INDICATORS OF CHILD MALTREATMENT
One of the first steps in helping abused children is learning to recognize the symptoms of child maltreatment. The following are some general indicators to look for:

THE CHILD:
1. shows sudden changes in behavior or school performance;
2. has not received help for physical or medical problems brought to the parents' attention;
3. has learning problems that cannot be attributed to specific physical or psychological causes;
4. is always watchful, as though preparing for something bad to happen;
5. lacks adult supervision;
6. is overly compliant, an overachiever, or too responsible;
7. comes to school early, stays late, and does not want to go home.

THE PARENT:
1. shows little concern for the child, rarely responding to the school's request for information, conferences or home visits;
2. denies the existence of (or blames the child for) the child's problems in school or at home;
3. asks the classroom teacher to use harsh physical discipline if the child misbehaves;
4. sees the child as bad, worthless, or burdensome;
5. demands perfection or a level of physical or academic performance the child cannot achieve;
6. looks primarily to the child for care, attention, and satisfaction of emotional needs.

THE PARENT AND CHILD:
1. rarely touch or look at each other;
2. consider their relationship entirely negative;
3. state that they do not like each other.

None of the above signs, alone, proves that child maltreatment is present in a family. Any of them may be found at one time or another. But when these signs appear repeatedly or in a combination, they should cause us to take a closer look at the situation and to consider the possibility of child abuse.

Remember that if a child tells you that maltreatment is happening, say

"I BELIEVE YOU"
"I WILL HELP YOU IN ANY WAY THAT I CAN"
"YOU ARE NOT AT FAULT"
"WE CANNOT KEEP THIS A SECRET-WE NEED TO GET HELP"

SIGNS OF MALTREATMENT

Taking a second look at a situation may reveal further signs of abuse or signs of a particular kind of child maltreatment. The following signs may help determine if abuse or neglect are occurring in a particular situation.

SIGNS OF PHYSICAL ABUSE

Consider the possibility of physical abuse when the child:
1. has unexplained burns, bruises, broken bones, or black eyes;
2. has fading bruises or other marks noticeable after an absence from school;
3. seems frightened of the parents and protests or cries when it is time to go home from school;
4. shrinks at the approach of adults;
5. reports injury by a parent or other adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver:
1. offers conflicting, unconvincing, or no explanation for the child's injury;
2. describes the child as "evil", or in some other very negative way;
3. uses harsh physical discipline with the child;
4. has a history of abuse as a child.

SIGNS OF NEGLECT

Consider the possibility of neglect when the child:
1. is frequently absent from school;
2. begs or steals food or money from classmates;
3. lacks needed medical or dental care, immunizations, or glasses;
4. is consistently dirty and has a severe body odor;
5. lacks proper clothing for the weather;
6. abuses alcohol or other drugs;
7. states that there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver:
1. appears to be indifferent to the child;
2. seems apathetic or depressed;
3. behaves irrationally or in a bizarre manner;

4. is abusing alcohol or other drugs.

SIGNS OF SEXUAL ABUSE

Consider the possibility of sexual abuse when the child:
1. has difficulty walking or sitting;
2. suddenly refused to change for gym or to participate in physical activities;
3. demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior;
4. becomes pregnant or contracts a venereal disease, particularly if under age fourteen;
5. runs away;
6. reports sexual abuse by a parent or other adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:
1. is unduly protective of the child and/or severely limits the child's contact with other children, especially those of the opposite sex;
2. is secretive and isolated;
3. describes marital difficulties involving family power struggles or sexual relations.

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:
1. constantly blames, belittle, or berates the child;
2. is unconcerned about the child and refuses to consider offers of help for the child's school problems;
3. overtly rejects the child.

Adapted from materials developed by the Virginia Affiliate, National Committee for Prevention of Child Abuse and Parents Anonymous National

Key Resource

National Clearinghouse on Child Abuse and Neglect Information
1-800-FYI-3366 or website – http://www.calib.com/nccanch

VI. THE SRO AND SCHOOL SAFETY

The School Resource Officer and School Safety Planning

School Resource Officers (SROs) can greatly strengthen and enhance a school's safe school planning efforts. The components of safe school planning include the physical, social, and academic environments of a school as well as a component identified as parent involvement.

The *physical environment* of a school refers to its grounds and buildings, surveillance support, including the use of personnel and technology, and policies and procedures which pertain to movement on the schools campus. The *social environment* of a school refers to the atmosphere of the school. Is it one characterized by mutual respect and freedom from fear and intimidation. The *academic environment* of a school references the programs and curriculum available for students. And parent involvement alludes to parental and community support for the school.

The Physical Environment

When SROs are assigned to schools as their permanent beats, they become part of the school community and quite logically can be used in any safe school planning that takes place. The mere assignment of an SRO to a school represents an attempt to improve the safety of the school, and including the SRO in a school's school safety planning. The SRO, because of his/her law enforcement training and experience, has expertise that can be used specifically when considering improvements to the safety and security of the school.   SROs can assess the school's structure to determine where potential problems exist. Multiple, uncontrolled access points, for example, may make a school susceptible to trespassers. SROs are trained to identify factors in the physical environment of the school which might be contributing to the occurrence of criminal or other disruptive behavior and can help develop plans to eliminate it. SROs can also help implement plans which address problems which occur because of the way students and staff move about the campus. SROs can help identify the

best ways to implement surveillance plans, including the most effective use of personnel and technology.

The Social Environment

SROs can also help address the social environment of a school. By their very presence, SROs add another figure of authority and respect to this environment. They can communicate this to students through the actions they take when dealing with students. Setting high expectations for behavior and making clear that consequences for inappropriate behavior exist become important. SROs can contribute to a school's efforts in setting high expectations and in making certain that students understand that certain behaviors will not be tolerated.

SROs can contribute to the development of codes of conduct by relaying to school staff what constitutes unacceptable behavior from a legal standpoint. They can also help measure the school's social environment by employing school climate surveys which measure the safety and security concerns of students and staff. From these surveys, plans which focus upon these concerns can be developed with the ultimate goal being improvement of the social environment of the school.

The Academic Environment

SROs can contribute to plans which address the academic environment of a school as well. Through their roles as law-related educators and community liaisons, SROs can supplement programs and curricula offered by counselors and teachers. SROs are often involved, for example, with peer mediation and conflict management programs and with teaching law-related topics in classrooms. Many SROs are advisors to Students Against Violence Everywhere (S.A.V.E.) chapters and actively support other student service and academic organizations.

Community Policing in the School Environment

An integral component of community policing is problem solving which involves gathering, analyzing, and using information on crime and disorder to develop – in collaboration with citizens – strategies to address concerns. Applied to the school environment, the process involves examining the nature, frequency, and circumstances surrounding discipline problems and then developing strategies to reduce the problem behaviors.

Examples of Problems Effectively Addressed by SROs

Problems	Strategies
Larcenies in parking area	Limit access to property; developed enforceable parking policy; increased parking area patrol, involved students in reporting suspicious activities. Result – larcenies ceased.
Fights in cafeteria	Increased SRO presence throughout lunch periods; adjusted schedule and patterns of entry/exit from food line. Result – fights and disruptive behavior declined dramatically.
Parking on roadway and nearby business lots	"No Parking" signs posted; collaborated with business owners to post notices; ticketing and towing enforced. Result – problem eliminated.
Larcenies from boys locker room	Increased frequency of patrol during time period larcenies were occurring; temporary installation of surveillance camera. Result – incidents ceased.
Graffiti/vandalism at school	Classroom presentations about penalties/ requirements for restitution; increased awareness of students and of parents; established crime line and SRO website to receive tips. Result – incidents ceased.
Smoking (likely drug dealing) in woods behind school before/ after school	Increased surveillance of area; work with property owner to post "no trespassing" signs; enforcement of trespassing violations. Result – no further activity in that locale.

School Safety Audits

School safety audits are required by ɘ22.1-278.1, **Code of Virginia** to identify and develop solutions for physical safety concerns in public schools and to identify and evaluate patterns of student safety concerns. SROs are regularly involved in the completion of school safety audits.

"School safety audit" means a written assessment of the safety conditions in each public school. Schools are required to maintain a copy of the school safety audit within the office of the school principal and to make a copy of the report available for review upon written request.

The ten minimum components of the audit process that have been identified are:

1. Development and Enforcement of Policies
2. Procedures for Data Collection
3. Implementation of Violence Prevention Programs
4. Level of Staff Development
5. Opportunities for Student Involvement
6. Level of Parent and Community Involvement
7. Role of Law Enforcement
8. Development of Crisis Management Plans
9. Standards for Safety and Security Personnel
10. Safety and Security of Buildings and Grounds

RELATED READING

School Safety Audit: Protocol, Procedures and Checklists. (July 1997). Virginia Department of Education. **School Safety Work Book** (1995). National School Safety Center.

Effective Data Collection for Safe Schools

The Smart Program: School Management and Resource Teams

The SMART Program was originally developed as a joint project of the U. S. Departments of Justice and Education and the Norfolk City Public Schools. The Program is comprised of five elements:

1. **COMMITMENT**: The primary SMART Program requirement is the commitment of the superintendent of schools and school principals to the program goals and methods.

2. **SAFETY AND SECURITY AUDITS**: In-depth analysis of the school district's policies and practices with regard to drugs, crime, discipline, and student/faculty safety. The audit emphasizes clarification of responsibilities for school officials when handling criminal incidents and examines the relationships between the school system and related social service systems in the community, for example: law enforcement, social service, and substance abuse prevention programs.

3. **INCIDENT PROFILING SYSTEM**: The Incident Profiling System (IPS) clearly differentiates between disciplinary infractions and criminal acts in schools, and uses school districts' computers to analyze data describing patterns of incidents of disruptions and crime.

4. **SMART TEAMS**: SMART Teams include students, parents, teachers, administrators, non-certified staff, and law enforcement/security. Their job is to review incident reports each month, to set priorities, develop intervention plans, and monitor results.

5. **INTERAGENCY COORDINATION**: Interagency initiatives involving the school superintendent, police chief, juvenile judge, district attorney, and other key community service representatives concentrate their agency's efforts in response to youth who commit crimes on school grounds.

Roles of SMART Team Members

Superintendent and Key Administrative Staff:
 Provide leadership in asserting that crime, violence, and drug abuse will not be tolerated in the district's schools.
1. Establish a model for problem-oriented planning, evaluation, and accountability.
2. Ensure consistency in the district-wide application of policies, particularly on suspendable incidents and criminal acts.
3. Ensure consistency of dispositions among building administrators.
4. Pinpoint "system failure" as opposed to "child failure."
5. Reduce liability by responding to patterns of incidents through routine planning.
6. Develop a cooperative working relationship between the school district, law enforcement and other youth-serving agencies.

Principals:
1. Identify patterns of student misbehavior.
2. Document accurately what is going wrong and who is responsible: students-teachers.
3. Target resource to attack one problem at a time using a routine bi-monthly planning process.
4. Use a local TEAM to identify school and district resources to focus upon a specific problem.
5. Monitor and evaluate the planned interventions.
6. Identify high-risk populations of teachers and students to tailor intervention programs.
7. Access a local network of youth-serving agencies to augment existing education resources.

Law Enforcement:
1. Provide information on patterns of crime and disorder in the community surrounding the school.
2. Provide information on patterns of school crime and disorder.
3. Apply principles of Crime Prevention Through Environmental Design (CPTED) and other effective crime prevention strategies to the school buildings and facilities.

Teachers:
1. Identify and refer troubled students to the attention of appropriate school and community resources.
2. Practice fairness and consistency of policies, actions, rules, and consequences.

OUTCOMES of SMART

1. Clear and concise school board discipline policies.

2. Reduced drug, crime, and discipline problems.

3. Enhanced atmosphere for academic achievement.

4. Data to analyze race and gender disparities re: suspensions and referrals.

5. Objective incident data that indicate the level of safety in schools.

6. Local school plans that can be used as models for others schools.

7. Intervention strategies for students most disruptive to the educational process.

8. Support system for teaches experiencing difficulties with classroom management.

9. Cooperation between the schools, law enforcement, and social service agencies to concentrate efforts on specific problems.

RELATED READING

"Effective Data Collection for Safe Public Schools: Exemplary Practices." In *Creating Safe and Drug-Free Schools: An Action Guide*. U. S. Department of Education and U. S. Department of Justice. (November 1996).

Recommendations of the Crime, Violence, and Discipline Reporting Task Force. (1997). National Center for Education Statistics, U. S. Department of Education.

Annual Report on School Safety, 1998. U. S. Department of Education and U.S. Department of Justice.

School Safety and Security Assessments

Overview of Safety and Security

Crimes and related problems can be managed and prevented through the application of a process that systematically attempts to reduce, or remove, the opportunity for crime. The process contains the following elements:

Anticipation   expect there to be a problem

Recognition   document the problem through data collection

Appraisal   evaluate through analysis of data (incident reports and interviews reveal scope and extent of the problem and risks)

Initiation of   tactical and strategic planning (developing
some action   strategies in response to the problems identified)

Reducing the   implementation (putting the plan developed into action
opportunity   to remove or reduce identified risks)

Achieving Opportunity Reduction

The opportunity for reduction of crime and related problems can be achieved
1) naturally,
2) through organized methods, and
3) by hardening the target.

In most environments, including schools, it is necessary to incorporate all three in a plan to enhance safety and security. The extent to which it is necessary to apply organized and target hardening measures often depend on how crime and related problems are affected naturally through the built environment. That is why it is so important for school and architects to consider the need for safety and security in the design of schools and their sites.

Natural Methods of Crime Reduction

The opportunity for crime and other problems in schools can be reduced and in some instances removed, when the environment is designed to allow for natural surveillance, controls access and movement, fosters territoriality, avoids design conflicts, and limits unassigned spaces.

Surveillance

Surveillance deters crimes because criminals are more likely to recognize the threat of being observed and reported. It also assists with crime detection and reporting because legitimate users of a space are able to observe what is occurring around them. Sites designed to contribute to the safety and security of schools enhance the chances for surveillance.

Access and Movement Control

The intent of access control is to limit access so that legitimate users of a space can be observed and therefore protected. Access control also serves to increase the criminal's perception of risk if entry into a space is restricted to an area that is under the control of someone who can observe and report. Movement control within a space is also important because it directs individuals to areas that can be observed and controlled. It also serves to restrict access areas that may be particularly vulnerable to crime.

Territoriality

The design of the school environment can create a sense of proprietorship among legitimate users of space. When the primary users of a space assume "ownership," they are more likely to protect it against crime and social disorders such as vandalism, loitering, and deterioration. Territoriality can reduce the opportunity for crime by increasing the criminal's perception of risk. A major factor which influences territoriality is the extent to which the property is physically defined.

Design Conflicts

Design conflicts occur when incompatible activities compete for the same space. There are a number of examples of design conflicts on school property. One of the most prevalent, and potentially hazardous, example is when entrances into schools cannot be observed, thereby reducing the likelihood that individuals will be challenged. Other examples are when the office staff cannot observe the main entrance into the school or when parking lots and exterior spaces cannot be observed from inside the building.

Unassigned Spaces

Unassigned spaces are related to territoriality. They are considered spaces over which no one appears to have control. To overcome this problem, either the spaces should be put to use or access to them should be limited.

Organized Methods of Crime Reduction

Although the school environment can be designed to reduce the opportunity for crime, it is usually necessary to employ organized methods to ensure the security of property and assets and the personal safety of students, staff, faculty, and visitors.

Among organized methods used by schools are the following:

Π   Hiring security personnel to patrol school property or to manage the safety and security function.

Π   Conducting an assessment of safety and security to determine problems and risks and to devise strategies to remove or reduce them.

Π   Develop specific policies and procedures that details staff's responsibilities for   security, including, among others, monitoring hallways and bathrooms, patrolling halls and parking lots, and providing for safety and security at before and after school activities.

Π   Train faculty and staff on security practices, policy and procedures, and personal safety.

Π   Provide students, staff, and faculty with educational material that reduces the opportunity for victimization.

Π   Developing a data collection and analysis system that allows for the early identification of problems by type, location on school property, time, and circumstances.

Π   Developing a safety and security committee that identifies security deficiencies and makes recommendations for improvement.

Π   Controls or restricts access to areas of school property that are potentially troublesome.

Π   Restricting entrances into the school and assigning a staff member or volunteer to active entrances to restrict the access and to direct legitimate visitors to the main office.

Organized methods selected ultimately depend on the threats of crime and other problems that are identified through an assessment of safety and security.

Target Hardening Methods of Crime Reduction

Doors, windows, locks, lighting, and in some instances, alarms, are routine design features of schools. However, the extent to which they serve to secure property and assets and how they provide for a safe environment for students, staff, faculty, and visitors depend on the nature and magnitude of crime and related problems. In some cases, it is necessary to upgrade and expand applications of physical security in order to reduce the opportunity for crime and other problems by "hardening" the school building and property. Some of the common applications of physical security includes the improvement or installation of:

Lighting	In some instances it is necessary to improve interior and exterior lighting, especially in parking areas that are used for evening activities.
Locks	Locks should be checked to determine if they work properly and are sufficient to provide security. They should either be repaired or replaced with a better grade.
Doors and Windows	Doors and windows should be checked to make sure that they close as intended. Warped doors should be replaced. Glass windows vulnerable to attack should be replaced with non-breaking surface.
Alarms	Areas that require extra security should be alarmed, including some vocational shops, computer lab, office, and library.
Closed Circuit Surveillance	Mounted cameras can provide surveillance of sensitive areas such as parking lots, locker rooms, cafeteria, and other areas. If cameras are used, arrangements must be made to observe monitors.
Fences and other barriers	Fences and barriers can be used to secure sensitive areas as well as to identify property boundaries.
Metal detectors	These devices can be an effective tool for determining if a student is carrying a concealed weapon.

Maintenance is also a primary consideration of target hardening. In many schools, it is not the absence of physical security that makes the site more vulnerable to crime, but rather the lack of maintenance. An example is exterior lighting. In many instances, lighting would be adequate if the globes were cleaned on a regular basis and if burned out bulbs were replaced in a timely fashion.

Mechanics Of Assessing Safety and Security of Schools

The purpose of assessing the safety and security of schools is to develop a plan for reducing the opportunity for crime, drugs, violence, and other disturbances by identifying specific problems and determining the extent to which the facility and its users are vulnerable to the threat.

The following outline details the assessment process.

Step 1: Organizing the Assessment Team

There are two options for conducting safety and security of schools. The first is for the school to retain the services of a professional firm to conduct the assessment on its behalf. The advantage of this option is that the assessment is completed by an entity not associated with the school and can be completely objective in identifying problems and the conditions within schools that may contribute to them. The disadvantage associated with an outside consultant is that this option can cost between $5,000 and $10,000. Increasingly, state and local law enforcement officers are being trained to conduct such assessments and may be a more cost-effective resource.

The second option is for the school to conduct the assessment itself. The advantage to this option is that it doesn't cost anything other than the school staff time devoted to it. The disadvantage is that the assessment, and the report of findings and recommendations, may not be comprehensive, and in some instances, completely objective.

If the second option is chosen, schools should assign an assessment team. The team should be composed of a school staff member, a representative of the superintendent's office, and a local law enforcement officer. Many law enforcement agencies have trained crime prevention personnel. In some localities these specialists are trained to conduct assessments.

The following are some considerations for the in-house assessment team

Π Define the scope of the assessment.
Π Establish beginning and completion dates for the assessment.
Π Clarify roles of team members including who will produce the written report of findings and recommendations.

Step 2: Assemble and Review Background Material

Prior to beginning the assessment, it is suggested that the team assemble the following material from the targeted school:

1. Safety and security concerns of faculty, staff, and students

2. A layout of the school building

3. A layout of the property which shows boundaries and entrances

4. All security-related policies and procedures

5. Memos and directives related to safety and security

6. Student Handbook

7. Teacher Handbook

8. Reports of criminal acts, drugs, fights, disturbances, and related problems that have occurred on school property during the past twelve months

9. Log of police "calls for service" generated from the school or dispatched to the school during the past twelve months

10. Disciplinary file, including charges and disposition

11. PTA newsletter that addressed safety and security

12. Faculty newsletters that addressed safety and security

13. List of after-school activities, especially those that occur in the evening

Step 3: Analyze Crime and Disciplinary Data

This is an essential step in that it helps in determining crime and other risks and the conditions that contribute to them. The following are some of the data that should be collected and analyzed.

1. Review of reported crime in the neighborhood adjacent to the school.
2. Review of reported crime on school property.
3. Review of police service calls generated from school property.
4. Review of disciplinary files by type, location, within the school, month, day of week, time of day, student, teacher, and disposition.

The analysis of this data over the course of a full school year will reveal patterns of crime and disorder. It will be difficult to retrieve this data if records have not been computerized. If this is the case, one of the recommendations should be that the school computerizes its disciplinary files.

Step 4: Conduct Interviews and Surveys

Interviews with randomly selected students, faculty and staff are most helpful in determining the extent to which they feel secure on school property. Moreover, it provides insight into why, where, and when they don't feel secure. In many instances, interviews and surveys are the primary means of identifying crime, drugs, violence, and disturbing problems in the school. This is especially the case in schools that can not provide adequate disciplinary and crime data.

The assessment team should agree on a basic list of questions to ask during the interviews. The questions should be as open ended as possible in order to allow students, faculty, and staff to express their perceptions about safety and security. It is important to remember that individuals affected by problems can

most often articulate them, identify factors and conditions that contribute to them, and provide practical solutions.

Although many of the interviews will be on random basis, specific individuals in the schools should be interviewed. They include:

Π   student government leaders
Π   principal
Π   assistant principals
Π   faculty department heads
Π   maintenance staff
Π   school nurse
Π   security supervisor
Π   guidance counselor
Π   PTA leader

Depending on the nature and severity of problems identified, it is sometimes necessary to interview parents who have expressed concerns about safety and security at the school. In some instances, it may be expedient to survey all students, faculty, and staff. However, this is a time consuming process. Combined with the analysis of data, the interviews and surveys of students, faculty, and staff should yield specific information concerning problems including who? what? when? where? how? and in some instances, why?

Step 5: Examine Security Practices

This step begins the process of identifying conditions that affect the problems identified in steps 3 and 4. Conditions may serve to reduce the opportunity for crime or they may actually contribute to the problem.

An important aspect of the assessment is to review the written and unwritten security practices that have been established in response to safety and security needs. A primary consideration in the assessment process is the level of accountability associated with implementing the security practices.

The assessment should examine the following:

1.   written policies and procedures imposed by the school division
2.   written policies and procedures initiated by the targeted school
3.   unwritten, but accepted security practices established by the targeted schools
4.   disciplinary and security related policies contained in the student and teacher
      handbooks.
5.   authority and responsibility for managing the security function
6.   the relationship between the school and local law enforcement agency
7.   disciplinary process

Step 6: Review of Related Information

Depending on findings from previous steps of the assessment, additional related information may need to be reviewed. The additional information may include:
1. organizational structure of the administrative staff
2. class schedules
3. early and late arrivals
4. early dismissals
5. visitor identification
6. student identification
7. parking regulations
8. parent awareness of report cards and disciplinary referrals
9. student counseling
10. security plans for after-school activities
11. disaster plans

Step 7: Survey Physical and Environmental Security

The survey of physical and environmental security, coupled with the review of security practices and other factors detailed in step 6, serve to identify the extent to which the school and its users are vulnerable to crime, drugs, violence, and disturbances.

The following Checklist for Schools outlines the process for conducting an inspection of the school, the property surrounding it, and the neighborhood in which it is located. It is suggested that a zone approach be used in order to ensure that all relevant areas are considered.

Step 8: Developing a Plan

Upon the collection and analysis of the information contained in the previous steps, the assessment team should be prepared to develop a plan in response to the problems identified and in recognition of the conditions within the school that contributes to them.

Step 9: Preparation of Report

The assessment should produce a written report that contains two major parts. The first part may be entitled Analysis of Safety and Security. The second part contains recommendations and may be entitled Opportunities for Improvement. Collectively, the recommendations should be considered as a plan for reducing the opportunity for crime and other related problems within the school.

The plan must be in response to the problems identified and recommendations for improving safety and security should be cost sensitive

and realistic.

Checklist for Schools

When assessments of schools and other sites are conducted, they are done by zones. The Checklist is organized by zones and includes both questions and reminders.

Zone 1: Immediate Neighborhood
Includes types of facilities and sites, vehicular and pedestrian traffic patterns, surveillance, and community organizations.

1. Are adjoining properties compatible with the school or are they in conflict?
2. Are there crime generators in the immediate neighborhood?
3. Can the school property by observed from surrounding facilities and streets?
4. Are the property values in the neighborhood increasing or decreasing?
5. Is the school in a community that has a Neighborhood Watch program?
6. Do residents use school property for recreational purposes?

Zone 2: Property Boundaries
Includes first line of defense, access control, separates public and semi-public space, and identification of space.

1. Is school property separated from adjoining properties with screening and/or barriers when the function or design of adjoining properties is inimical to that of the school?
2. Are property boundaries clearly identified so that there is a separation between public space and school property?
3. Are entrances onto the property limited so that they can be observed from the school?

Zone 3: Open Spaces
Includes movement control, surveillance, territoriality, design conflicts, unassigned space, and lighting.

1. Provide vehicle access around buildings to permit night surveillance and access by emergency vehicles and fire equipment.
2. Minimize blind spots by using crime prevention landscaping.
3. Keep school grounds free of gravel or loose rock surfaces.
4. Paint directional signs on curbs or streets.
5. Place dumpsters far enough away from school buildings so they do not serve as ladders to upper floors or roofs.
6. Put meters, transformers, valves, and other mechanical or electrical devices inside buildings or in locked, fenced areas.
7. Mount flagpoles on the roof and provide nylon-covered wire halyards and locked cover boxes for halyard cleats.
8. Limit roof access by securing exposed drains, window frames, stored items, decorative ledges, vehicles and other things onto which a person can climb or grasp.
9. Limit walkway cover near second floor windows.
10. Install exterior lights with break-resistant lenses or mesh covers and light standards made of galvanized steel or concrete to illuminate the exterior of buildings and surrounding grounds.

Parking Lots

1. Does the design of parking lots discourage cruising, and are speed bumps used to reduce traffic speed?
2. Do faculty and students park in the same lots to provide adult supervision of the lots?
3. Are there designated secured areas for motorcycle and bicycle parking?
4. Do students have access to cars during school hours?
5. Is there a separate lot for students who have unusual hours of attendance, and are the entrances and exits monitored?
6. Are all parking areas identified with large signs clearly stating access regulations?
7. Are gates or removable barriers used to keep unwanted traffic off walks and driveways?
8. Are parking lots located where easy and direct visual observation is possible?

Playgrounds

1. Are the playgrounds fenced off from main school buildings?
2. If there are recreational activities on the school grounds during non-school hours, are activities supervised and is access to the school restricted?
3. Are basketball and tennis courts located where school staff, neighbors and police patrols have good visual surveillance?
4. Are drinking fountains recessed into exterior walls rather than freestanding?
5. Are trash cans anchored to holders or anchor posts to prevent overturning or theft?

Landscaping

1. Are trees placed at least 10 feet from buildings to prevent window and roof access?
2. Are trees trimmed to permit visibility?
3. Plant shrubs with mature heights of two to four feet.
4. Place prickly planting next to walks and buildings to discourage pedestrian traffic.
5. Add barbed wire to the top of chain link fencing that could serve as a ladder to upper floors or roofs.
6. Use heavy-duty padlocks on all gates. These locks should have common keys that permit school police or security personnel, local police, firemen and maintenance personnel to enter with minimal delay.
7. Either implement a nighttime total darkness policy or increase lighting to fully illuminate all areas.
8. If a total darkness program is selected, place wall mounted or freestanding lights a minimum of 12 to 14 feet from the ground.
9. Direct lights at the facility if the building is to be patrolled from the exterior or at the grounds around the facility if the building is to be patrolled from within.
10. Is illumination adequate at potential points of access to the building?
11. Is there an automatic control for light fixtures?
12. Lights should reduce shadow areas and provide illumination without glare.

Zone 4: Building Exterior

Includes access control, doors, windows, alarms, movement control, space utilization, secure areas, monitoring, means of identification, and alarms.

1. Designate one entrance for visitors coming into school during regular hours. This should be posted clearly and enforced at each entrance.
2. Evaluate building access requirements and eliminate unnecessary doorways. The fewer doors, especially those with lock sets, the fewer security problems.
3. Eliminate handles and locks on the outside of exterior doors used primarily as exits.
4. Are doors constructed of steel, aluminum alloy or solid-core hardwood?
5. Are glass doors fully framed and made of burglar resistance tempered glass?
6. Remove exterior door handles from all but main doors to deny entrance to intruders.
7. Are double doors secured with multiple point, long flush bolts?
8. Can recessed doorways be observed and protected?
9. Are door hinges equipped with non-removable pins?
10. Have locks been installed on all doors leading to high risk areas?
11. Do not use surface mounted locks or locks with knob-mounted key access.
12. Keep exposed hardware on exterior doors to a minimum.
13. Are door frames made of pry-proof metal?
14. Securely fasten the armored strike plate to the door frame in direct alignment to receive the latch easily.
15. Are fire doors provided in appropriate locations?
16. Use laxan, polycarbonate, fiberglass and other hard, scratch-resistant and break-proof coatings for windows.
17. Install wire mesh security screens or grillwork where repeated window breakage occurs.
18. Avoid sliding or casement windows that create significant security risks.

Zone 5: Building Interior

1. Leave no money in cash registers, and leave register drawer open when empty.
2. Lock all cabinets not in use.
3. Lock and secure cafeterias/multipurpose areas, administrative offices, safes and vaults, science laboratories, music rooms, shop, arts/crafts room, student store/supply rooms, library/media centers, gyms, locker rooms and service areas.
4. Avoid suspended tile ceilings, which are easily vandalized and often used to hide weapons, drugs, and other items.
5. Limit and supervise the entry and movement of persons within school buildings.
6. Are signs posted in conspicuous places advising visitors that they must report to the office upon entering the school?

Managing Security

1. Are students, faculty, and staff provided picture I.D. cards and are they required to wear them or have them in their possession?
2. Provide a written description of visitor regulations to students, parents, and community members, and posted it all entrances.
3. Are visitors required to wear a "Visitor" I.D. card while in the school?
4. Are teachers and staff instructed to challenge visitors in the school not displaying a Visitor I.D.?

5. Is the maintenance staff provided a uniform that they must wear while working?

6. Are teachers and staff required to monitor hallways, cafeteria, and other gathering places?
7. Are teachers and staff assigned to after-school activities and are they provided clear instructions with respect to their roles and responsibilities?
8. Are parking lots monitored during the school day by staff or teachers?
9. Are parking lots and bus loading areas monitored before and after school?
10. Are students allowed to leave school property for lunch?
11. Has the school developed a data collection and analysis system that includes:
Π Nature of the problem-including fights, disturbances, major crimes, drugs, weapons, smoking, suspicious fires, vandalism, and other school violations
Π Specific location of violations-reveals where problems are occurring on school property by type violation
Π Violations by day of week, month, time of day, person(s) involved, circumstances, disposition
Π Analysis of data determines trends and patterns.
12. To the extent that the law allows, schools should share information with other authorities concerning troubled students.
13. Is safety and security training provided to appropriate staff members?
14. Is there a reporting system that allows students, teachers, parents, and community leaders to report suspected illegal activities anonymously?

School Safety Policies

1. Does the school have a written policy stating that students possessing weapons on school property or at school-sponsored events will be arrested and prosecuted? Have copies of the policy been distributed to students and parents?

2. Does the school have a written policy stating that students who commit a serious assault on school property or at school-sponsored events will be arrested and prosecuted? Has it been distributed to students and parents?

3. Violations of criminal laws of the state should be reported to the police or other authority within the locality. This should include major crimes as defined by the FBI, as well as offenses such as possession or sale of drugs, including alcoholic beverages, trespassing, possession of stolen property, drunk in public, prostitution, fraud, etc.

4. Schools should not attempt to handle criminal offenses administratively. In all instances they should be handled by the proper criminal justice authorities.

5. School disciplinary action may be appropriate for such offenses as smoking, fighting, non-attendance, fireworks, disruptive behavior, etc.

6. Schools at risk to drugs, violence, and weapons should assign police or security personnel at school until the source of the problem has been removed, conduct periodic searched of lockers to identify drugs and weapons, and if needed, have the police or security personnel use hand-held metal detectors to detect weapons carried by students. Students and parents should be informed that these steps will be taken.

School/Police Coordination

1.   The principal should establish and nurture a relationship with members of the law enforcement agency. He/she should hold regular meetings with law enforcement managers to discuss school-related problems. These meetings should be on a routine basis and not necessarily be in response to a specific problem or issue.

2.   The principal should work with law enforcement to develop certain pubic safety-related policies and procedures, i.e., bomb threats, threatened gang violence, demonstrations, natural disasters, etc. The police should also be invited to sit in on plans for graduation, athletic events, prom, and other activities where crowd control is an issue.

3.   Policies should be established with the law enforcement agency concerning the police coming onto school property to arrest students or staff, conducting criminal investigations, or restoring order.

4.   The police should be consulted concerning school construction projects.

5.   If possible, the principal should chose a single law enforcement officer to coordinate security for after-school events where security is required. Using a single coordinator will allow for the development of an enforcement philosophy that is relatively constant and does not change from event to event. The principal and staff should meet with the officer periodically to review security at these events.

Information on Safety and Security Assessments was developed by the Virginia Crime Prevention Association under a grant from the Virginia Department of Criminal Justice Services.

Bullying

WHAT IS BULLYING?

Bullying among children is commonly defined as intentional, repeated harmful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.

Bullying may be physical, verbal, emotional or sexual in nature.

Physical bullying includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.

Verbal bullying includes such acts as hurtful name-calling, teasing and gossip.

Emotional bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.

Sexual bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Bullying prevention is central to school safety. Bullying interferes with learning and, left unpunished, contributes to a climate of fear.

WHO IS HURT BY BULLYING?

School
Bullying prevention is central to school safety. Bullying interferes with learning and, left unpunished, contributes to a climate of fear.

Victims
- Grades may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy or dropping out.
- If the problem persists, victims occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon-carrying or even suicide.

Bullying and the harm that it causes are seriously underestimated by many children and adults.

Bystanders

- May be afraid to associate with the victim for fear of lowering their own status or of retribution from the bullying and becoming victims themselves.
- May fear reporting bullying incidents because they do not want to be called a "snitch."
- May experience feelings of guilt or helplessness for not standing up to the bully on behalf of their classmate.

Bullies

- Studies have found that bullying in early childhood may be an early sign of the development of violent tendencies, delinquency and criminality.[i]

Bullying and the harm that it causes are seriously underestimated by many children and adults.

Bullying: A Critical Issue for School Safety

According to the National School Safety Center, bullying is a euphemism for activities committed by youths that, if committed by adults, would be considered criminal. Although bullying is not specifically addressed by the **Code of Virginia**, the patterns of behavior associated with bullying may include the following criminal offenses**:**

Assault	Larceny
Battery	Robbery; theft
Extortion	Threats
False Imprisonment	Sexual harassment
Hazing	

RELATED READING

School Bullying and Victimization (1998). NSSC Resource Paper. National School Safety Center.

Bullying Prevention Kit (1999). Virginia Effective Practices Project: James Madison University. Available for downloading at http://www.jmu.edu/cisat/vepp

Bullying Prevention: Core Elements of a Comprehensive Approach

Research and experience suggest that comprehensive efforts that involve teachers and other school staff, students, parents and community members are likely to be more effective than a purely classroom-based approach. Identified by the Center for Study and Prevention of Violence as one of ten model violence prevention programs, The Bullying Prevention Program is a comprehensive model developed by Norwegian researcher Dan Olweus. A comprehensive program includes the following core elements:

Comprehensive efforts that involve teachers and other school staff, students, parents and community members are likely to be more effective than a purely classroom-based approach.

School-level Interventions

School-wide components include the administration of an anonymous questionnaire to assess the nature and prevalence of bullying at each school, a school conference day to discuss bullying at school and plan interventions, formation of a Bullying Prevention Coordinating Committee to coordinate all aspects of school's program, and increased supervision of students at "hot spots" for bullying.

Classroom Activities

Classroom components include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students.

Individual Interventions

Individual components include interventions with children identified as bullies and victims, and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals.

Community Activities

Community activities include efforts to make the program known in the community and to involve a wide range of community members in both school and community-based anti-bullying activities.

BULLYING PREVENTION: ACTION STEPS FOR SCHOOL ADMINISTRATORS

✔ Assess the awareness and the scope of the bullying problem at your school through student and staff surveys.
✔ Closely supervise children on the playgrounds and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
✔ Conduct schoolwide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and to communicate a zero tolerance for such behavior.
✔ Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
✔ Encourage parent participation by establishing on-campus parents' centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
✔ Establish a confidential reporting system that allows children to report victimization and that records the details of bullying incidents.
✔ Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.
✔ Develop strategies to reward students for positive, inclusive behavior.
✔ Provide schoolwide and classroom activities that are designed to recognize special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

BULLYING PREVENTION: STRATEGIES FOR CLASSROOM TEACHERS

✔ Provide students with opportunities to talk about bullying and enlist their support in defining bullying as an unacceptable behavior.
✔ Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher not to "look the other way" when incidents involving bullying occur.
✔ Provide classroom activities and discussions related to bullying and violence, including the harm that they cause and strategies to reduce them.
✔ Develop a classroom action plan to ensure that students know what to do when they observe a bully/victim confrontation.
✔ Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
✔ Take immediate action when bullying is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
✔ Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
✔ Notify parents of both the victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school.
✔ Refer both victims and aggressors to counseling whenever appropriate.
✔ Provide protection for bullying victims, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule information and plans for the school day.
✔ Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
✔ Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

BULLYING PREVENTION: STRATEGIES FOR PARENTS

The best protection parents can offer their children who are involved in a bully/victim conflict is to foster their child's confidence and independence and be willing to take action when asked. The following suggestions are offered to help parents identify appropriate responses to conflict experienced from children at school:

✓ Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. Convince your child that he or she is not at fault and the bully's behavior is a source of the problem.

✓ It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child's experiences at school.

✓ You may wish to arrange a conference with a teacher, principal, or counselor. School personnel may be able to offer some practical advice to help you and your child; they may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child's version of the incident, making it harder for the bully or the bully's parents to deny its authenticity.

✓ While it is often important to talk with the bully or his/her parents, be careful in your approach. Speaking to the bully directly may signal to the bully that your child is a weakling. Speaking with the parents may accomplish little; they may be uninvolved or see nothing wrong with bullying, equating it to "standing up for oneself."

✓ Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself does not teach independence.

✓ Do not encourage your child to be aggressive or to strike back. Rather, teacher your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working; a child who does not respond as the bully desires (tears or passive acceptance) is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.

✓ Be patient. Be prepared to spend time with your child, encouraging new interests or strengthening existing talents and skills. Also support and encourage friendships.

✓ If the problem persists or escalates, you may need to contact local law enforcement officials or seek legal advice.

BULLYING PREVENTION: STRATEGIES FOR STUDENTS

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take. Depending on the situation and their own level of comfort, students can:

Classroom discussions and activities may help students develop a variety of appropriate actions that they can take.

✔ seek immediate help from an adult;
✔ report bullying/victimization incidents to school personnel;
✔ speak up and/or offer support to the victim when they see him/her being bullied – for example, picking up the victim's books and handing them to him or her;
✔ privately support those being hurt with words of kindness or condolence;
✔ express disapproval of bullying behavior by not joining the laughter, teasing or spreading of rumors or gossip; and
✔ attempt to defuse problems situations either single-handedly or in a group – for example, by taking the bully aside and asking him/her to "cool it."

Information on bullying was derived primarily from the U. S. Department of Education publication **Bullying Prevention: A Manual for Schools and Communities.** *(1999)*

Corporal Punishment

' 22.1-279.1, *Code of Virginia***. Corporal punishment prohibited**

No teacher or principal or any public employee shall subject a student to corporal punishment.

"Corporal punishment" is "the infliction or causing the infliction of physical pain on a student as a means of discipline."

But corporal punishment does *not* include physical pain, injury or discomfort caused by the use of incidental, minor or reasonable and necessary physical contact or other actions designed to maintain order and control as permitted in this section.

Corporal punishment does *not* include reasonable force through the participation in interscholastic sports, practices or competition, or through participation in physical education or an extracurricular activity.

Reasonable and necessary force may be used:

Π   to quell a disturbance;

Π   to remove a student from the scene of a disturbance which threatens physical injury or damage to persons or property;

Π   to prevent a student from hurting himself or herself;

Π   for a teacher's, principal's, or school employee's self-defense or for the defense of others;

Π   to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia which are upon the person of the student or within the student's control.

Crime Lines

' 22.1-280.2, *Code of Virginia* **- School crime line reporting system**

The school crime line is a confidential, anonymous system providing inducements for students to report any unlawful acts occurring in school buildings or on school grounds or during school-sponsored activities, to local law enforcement officials.

The school crime line can be established as a cooperative alliance between local school boards, the news media, the community, and law enforcement or through a separate, nonprofit corporation governed by a board of directors or as part of a local crime stoppers program.

Students may be rewarded for reporting unlawful acts if the report results in an arrest or recovery of stolen property.

Established in fall 1999 –

***4SafeVA -* Statewide crime line**

1-877-4-SAFE-VA.

Crisis and Emergency Management Planning

§22.1-278.1, **Code of Virginia,** defines as follows:

"School crisis and emergency management plan" means the essential procedures, operations, and assignments required` to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, or severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; and other incidents posing a serious threat of harm to students, personnel, or facilities.

Local school boards in Virginia are required to ensure that every school that it supervises shall develop a written school crisis and emergency management plan, consistent with the definition given in statute.

Local school boards in Virginia are required to ensure that every school that it supervises shall develop a written school crisis and emergency management plan, consistent with the definition given in statute.

The SRO and Critical Incident Response

A SRO is very likely to be in the role of a first responder in the case of critical incidents occurring at school. Having a viable crisis and emergency management plan in place and having staff and students trained in what to do are crucial.

RELATED READING

Resource Guide for Crisis Management in Schools. (1996). Office of Compensatory Programs, Virginia Department of Education.
Model School Crisis Plan. (1999). Office of Compensatory Programs, Virginia Department of Education.

Dangerous/Threatening Students

Source: *Early Warning, Timely Response: A Guide to Safe Schools*

Identifying and Responding to Imminent Warning Signs

Imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member as well as to the child's family.

No single warning sign can predict that a dangerous act will occur.

Imminent warning signs may include:
- X   Serious physical fighting with peers or family members.
- X   Severe destruction of property.
- X   Severe rage for seemingly minor reasons.
- X   Detailed threats of lethal violence.
- X   Possession and/or use of firearms and other weapons.
- X   Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and law enforcement officers is needed when a child:
- Π   Has presented a detailed plan (time, place, method) to harm or kill others particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Π   Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health.

School Threat Assessment Response Protocol

Source: School Safety, National School Safety Center, 1999.

The purpose a threat assessment protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The protocol is intended to identify credible threats of violence and address those threats and the Individual making the threat before the threat is carried out. *NOTE: This protocol is applicable during any school-sponsored event or function, whether the event or function be on school property or not.*

Procedures
The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals.

A threat assessment protocol provides a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur.

Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
- Π Assume threat is serious;
- Π Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer;
- Π Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
- Π Assume threat is serious;
- Π Immediately report the threat to a school staff member, school administrator or law enforcement officer;
- Π Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
- Π Assume threat is serious;
- Π Immediately report the threat to a school administrator their designee;
- Π Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:

Π Assume threat is serious;
Π Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
Π Immediately notify the designated law enforcement officer assigned t the school and provide the team member with complete information regarding the information received;
Π Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

The designated law enforcement officer, upon receiving information that a person is threatening to commit an act of violence, shall:

Π Assume threat is serious;
Π Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at lease one administrator .

NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.

Once the assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up with any appropriate legal and administrative action.

Search and Seizure

Searches by School Resource Officers

Because School Resource Officers are sworn law enforcement officers, any search by a SRO must be based upon ***probable cause*** and, when required, a search warrant should be obtained.

School officials, however, may conduct searches of student's property and person under their jurisdiction when ***reasonable suspicion*** exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. These searches must be at the direction and control of the school official.

It is best practice for SROs to **not** become involved in administrative (school related) searches unless specifically requested by the school to provide security, protection or for the handling of contraband. At no time should the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his agent.

Student Searches by School Officials

The Fourth Amendment prohibition against unreasonable search and seizure applies in a public school setting. The United States Supreme Court interprets the Fourth Amendment as prohibiting governmental actions. Therefore, the constitutional prohibition applies to all personnel who may be imposing discipline because they are government employees.

The legal standard for search and seizure in public schools is different from the requirement in the criminal law context for adults. In the criminal law context, a law-enforcement officer must have a search warrant and probable cause to justify a search. Probable cause is having reasonable grounds for a belief that a person should be arrested or searched—having more factual evidence in favor of a suspicion than against it. *Black's Law Dictionary,* 6th ed., p. 1200 (1991).

However, the United States Supreme Court held that public schools and school administrators do not have to show probable cause to conduct school searches or seize student property. *New Jersey v. T.L.O.*, 469 U.S. 325 (1985). "The legality of the search of a student should depend simply on the reasonableness under all the circumstances." In other words, a court considers whether the search is fair or suitable, given all of the facts surrounding the search. The law in Virginia regarding search and seizure is not extensive. Generally, Virginia courts follow the precedent established in *New Jersey v. T.L.O.*.

To determine whether or not a student search is reasonable and therefore constitutional or legal, courts make a two-step inquiry:

♦ Are there reasonable grounds for suspecting that the search will uncover evidence that the student has violated or is violating either the law or the rules of the school?
♦ Are the measures adopted (i.e., the type of search) reasonably related to the objectives of the search and not excessively intrusive given a student's age, sex and the nature of the offense.

If the answer to each of these questions is yes, the search is reasonable and, therefore legal. Ordinarily, a belief that a student is violating either the school's rules or the law is sufficient to address the first part of the inquiry. *See also Duarte v. Commonwealth*, 407 S.E.2d 41 (1991). Yet a generalized suspicion that a crime or violation occurred is usually insufficient to justify a general search of students. *See Burham v. West*, 681 F.Supp. 1160 (E.D. Va. 1987).

Furthermore, the more intrusive a search is, the more reliable the evidence has to be that the student is violating a school rule or the law, and the more suspicion an administrator must have to justify a search. A highly intrusive strip search is rarely justified. Other examples of searches include blood and urine tests, searches of possessions, and checking a student's pockets. However, the Office of the Attorney General has expressed the opinion that school personnel may conduct warrantless searches of student lockers and desks when the personnel have reasonable grounds to believe that the student is in possession of illegal drugs, contraband or weapons, provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. The Attorney General has also opined that "a general policy of compulsory drug testing of all students seeking re-enrollment solely because of a prior drug offense in school would be vulnerable to constitutional attack." 1989 Op. Atty Gen. Va. 204, December 22, 1989.

At least one court outside of Virginia held that public school officials may conduct generalized searches of lockers and other storage facilities if students are notified at the beginning of the year that these facilities are subject to inspection. *See Zomora v. Pomeroy*, 639 F.2d 662 (10th Cir. 1981). Courts in jurisdictions outside of Virginia have upheld the use of dogs in public schools for finding drugs. For lockers, the indication was that the use of dogs did not constitute a search within the meaning of the Fourth Amendment and students had no legitimate expectation of privacy in school lockers. *See, eg., Horton v. Goose Creek Ind. School Dist.,* 690 F.2d 470 (5th Cir.), reh'g denied , 693 F.2d 470 (5th Cir. 1982). However, cases involving dogs sniffing individuals differ. Because no courts in Virginia have ruled on the legality of drug-sniffing dogs in schools, school employees should consult their local school board attorney before conducting dog searches.

The Commonwealth of Virginia Department of Education's *Student Conduct Policy Guidelines* indicates that student desks and lockers are the property of the schools which reserve the right to conduct searches. Yet the rationale behind advising students in advance of a search is that the student's individual right to privacy and freedom from unreasonable searches and seizures is protected. The right is also balanced against the school's responsibility to protect the health, safety and welfare of all persons within the school division.

Key considerations for selected search techniques

Surveillance cameras – Use of cameras in the "public" areas on a campus such as buses, hallways and classrooms are likely to be upheld by the courts. Use of cameras in bathrooms or locker rooms where students may reasonably have some expectation of privacy is less likely to pass constitutional muster.

"Sniff" searches by drug dogs – General searches of the outside of student lockers and cars has been upheld because a person does not have a reasonable expectation of privacy in the air surrounding an inanimate object in a public place. These are not considered a "search." Dogs sniffing a person, however, has been considered a search and has been found to be unreasonable unless based on individualized suspicion supported by specific and articulable facts. *Horton v. Goose Creek*, 690 F.2d 470 (5th Cir. 1982).

Locker searches – Lockers have been considered school property provided for the convenience of students. Schools have begun to notify students of the school's retained ownership of the locker, thereby lowering the student's expectation of privacy. Although administrative searches of lockers appear to be permissible, the license does not extend to suspicionless searches of private compartments, such as purses or jackets, within the locker. An individualized reasonable suspicion is required for such a search.

Automobile searches – Many schools are adopting policies requiring students to consent to random inspection of their automobiles as a condition of parking on school grounds. If this policy is adopted, it is incumbent upon the school to ensure that searches are truly "random."

Metal detectors -- The Supreme Court has upheld general searches where the search was minimally intrusive and where the individual's reasonable expectation of privacy is not "subject to the discretion of the official in the field." Use of metal detectors is an example of such a general search.

Drug-testing – The Supreme Court in *Verona* has upheld the random drug testing of student athletes under very specific circumstances.

Victims' Rights

The Crime Victim and Witness Rights Act (usually referred to as the "Victims' Bill of Rights") was made law by the Virginia General Assembly in 1995.   The Act recognizes the following individuals as crime "victims":

Anyone suffering physical, emotional or financial harm as a direct result of a felony or certain misdemeanor crimes.

The definition of victim includes spouses, children, parents and guardians of certain victims.

The **purpose** of this law is to ensure that victims and witness of crime:
Π   Have opportunities to make the courts aware of the full impact of crime.
Π   Are treated with dignity, respect, and sensitivity and that their privacy is protected where the law allows.
Π   Are informed of their rights.
Π   Receive authorized services.
Π   Have the opportunity to be heard at critical stages of the criminal justice process.

The law provides that:

Π   Victims have the right to remain in the courtroom during trial and during all hearings which the defendant may attend, unless the judge has determined that the victim is a material witness.
Π   When practicable, prosecutors must give victims, or any adults chosen by the victim under the age of eighteen, advance notice of judicial proceedings (such as bail or bond hearings, preliminary hearings and trial dates) and any changes in court dates. Victims must have provided their names, *current* addresses and telephone numbers in writing, ahead of time, in order to receive this information.
Π   Victims must be informed of financial assistance and social services available, including crime victims' compensation (Criminal Injuries Compensation Fund).
Π   In cases tried in circuit court, victims may present a Victim Impact Statement which explains to the judge how the crime(s) affected them.
Π   Defendants convicted of crimes in violations of any provision of Title 18.2 (the criminal codes) except DUI, must be ordered to make at least partial restitution for property damage or loss of actual medical expenses incurred by victims.
Π   Sheriffs, jail superintendents and the Department of Corrections must notify victims, or persons designated in writing as victims, of the release, transfer, escape or change of name of a prisoner, if victims have requested notice in writing and have provided their names, *current* addresses and telephone numbers in writing.

Student Victims

Section 22.1-3.3, **Code of Virginia**, allows the transfer of students who were the victims of any crime against the person committed by any of the following persons:

Π Another student who attends classes in the same school;
Π Any employee of the local school board;
Π Any volunteer, contract worker or other person who regularly works in the school.

The transfer must be to another comparable school within the school division if available. Such transfer is to occur only when requested by parent, or student if emancipated, when the student would suffer physical or psychological harm.

Student victims of crime may be transferred to another school under certain circumstances.

Youth Gangs

§ 16.1-299.2, *Code of Virginia* defines "youth gang" as an ongoing organization, association or group

(i)   having common characteristics, including but not limited to initiation practices, hand signals, structured style of dress, specific geographic territorial claim or identifiable leadership and

(ii)   consisting of three or more individuals, at least one of whom is a juvenile, who identify themselves as a group by a name or symbol and are involved in a pattern of recurrent felonious criminal conduct.

When it is determined, either by admission or investigation, by a state or local law-enforcement agency or a regional multi-jurisdictional law-enforcement task force, that a juvenile who has been arrested is a member of a youth gang, the arresting officer shall enter the juvenile's name and other appropriate gang-related information required by the Department of State Police into the Youth Gang File of the Virginia Crime Information Network. The entry shall be made as soon as practical after the determination is made.

Signs That There May Be Gang Activity in a School:

An increase in graffiti.
Groups of students using unfamiliar nicknames and/or vocabulary.
An increase in weapons incidents or incidents of intimidation.
Groups of students who have similar tattoos or insignia drawn on their books or other possessions.
Groups of students who greet each other in uniform but unusual ways.
Groups of students wearing similar types of clothing or colors.

Elements of Effective Gang Suppression Initiatives in Schools

(Source: *Gang Suppression and Intervention: Community Models*,
U. S. Office of Juvenile Justice and Delinquency Prevention)

Π   Develop a school gang code with guidelines setting down for teachers and staff an appropriate response to different kinds of gang behavior, including a mechanism for dealing with serious gang delinquency.

Π   Apply the rules and regulations within a context of positive relationships and open staff communication with parents, community agencies and students.

Π   Make a clear distinction between gang and non-gang-related activity to avoid exaggerating the scope of the problem.

Π   Assess openly the extent and seriousness of gang problems and reach a consensus among the school, staff, parents, community and justice system about the nature and scope of those problems.

Π Form a school-community council to focus on the problem. Include parents, agencies, grassroots groups and juvenile justice authorities.

Π Create a pattern of learning opportunities, coordinated security and services aimed at gang members and youth prone to gangs.

Π Target hard-core gang members and youth less involved in gangs for special remedial education, support services and supervision.

Π Offer basic academic and work-related, problem-solving tools, and introduce gang-prone youth early to the world of work, education and community responsibility. Link job apprenticeships and remedial education to career development.

Π Encourage teachers and other staff to develop positive, personalized relationships with gang members. It can serve to reduce violent and disruptive acts.

Π Involve parents of gang and non-gang youth with meetings and street patrols, or by monitoring student activities, assisting teachers with activities, and helping with parent gang education programs.

Key Resource

National *Post Office* *Tallahassee,* *Phone: (800)* *FAX: (850)* *Internet E-* *Web Site:*	***Youth Gang Center*** *Box 12729* *FL 32317* *446-0912* *386-5356* *Mail: nygc@iir.com* *http://www.iir.com/nygc/*

Recommended Reading

ADDRESSING COMMUNITY GANG PROBLEMS: A PRACTICAL GUIDE
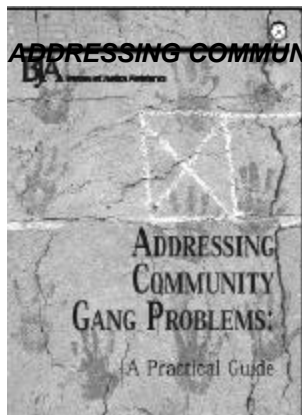
A publication developed by the Bureau of Justice Assistance, the Guide discusses such topics as the definition of a gang, graffiti, gangs and drugs; how to assess the nature and scope of a community gang problem; effective criminal and civil responses to gangs; and evaluating anti-gang efforts. Includes fifty-one exhibits including charts, drawings, photographs, and forms. Recommended for teachers, law enforcement officers, probation officers, community agency workers, program administrators, policymakers, parents, or anyone interested in the topic. Pub. # 156059.

Available from the http://www.ncjrs.org/ledocs
National Criminal Justice Reference Service (NCJRS)
P.O. Box 6000
Rockville, MD 20849-6000
Tel: 1-800-851-3420 or 301-519-5500
e-mail orders for print publications to puborder@ncjrs.org.

VII. EVALUATING THE SRO PROGRAM

Evaluation: What Is It? and Why Do It?

Effective evaluation requires approaching evaluation as an integral part of the program planning and implementation process. Evaluation is viewed by many, however, to be a complex and risky undertaking. The approach to evaluation set forth here is an *accessible approach* which emphasizes practicality and provides program planners and managers with information necessary to continually modify and improve their programs in order to achieve the desired results.

What Is Evaluation?

> **Evaluation is a systematic process of obtaining credible information to be used by interested persons for the purposes of program improvement and program assessment.**

Why Do Evaluation?

In general, program evaluation is designed to verify, document and quantify program activities and their effects. Program evaluation is also a process to ultimately improve the program effectiveness and service delivery to the target populations served. Evaluation is an integral part of the day-to-day operations and management of programs and, thus, is an on-going activity. A well-planned evaluation provides valuable information for decision making by program managers and sponsoring agencies.

Benefits of Program Evaluation

Systematic program evaluation provides the information to:

1. **Assess a program's overall effectiveness relative to its goals and objectives**

Evaluation can provide the evidence when program supporters and critics ask, "Is the program achieving its intended results?"

2. **Modify/improve program activities**

Evaluation can provide timely feedback to program managers so that improvements can be made on an ongoing basis.

3. **Assess a program's cost-effectiveness**

Evaluation documents services and their costs to provide evidence of cost-effectiveness.

4. **Describe the program so that it may be replicated**

Evaluation involves systematic documentation of what does and does not work so that others can learn from early efforts and avoid "reinventing the wheel."

5. **Identify unplanned benefits of the program**

Evaluation helps identify and document benefits of the program which were unanticipated.

Evaluation Understandings

A pragmatic approach to program evaluation is based on and guided by the following understandings:

♦ **Evaluation is an integral part of program development and implementation.**

♦ **We evaluate results, and the more precisely we define them, the more accurate and useful the evaluation will be.**

♦ **Evaluation can be qualitative, as well as quantitative.**

♦ **Evaluation is an impartial process.**

♦ **Evaluation is empowering**

Perhaps the most important evaluation understanding is that **evaluation must be considered an integral part of complete program development and implementation**. It is not an afterthought. If we wait until the program has been implemented to ask, "How are we going to find out if it worked?" we are setting ourselves up for failure. How do we avoid this trap? By building evaluation into the prevention process right from the very *first* planning activities.

The second understanding is the idea that **we evaluate results, and the more precisely we define the outcomes, the more accurate the evaluation will be**. What are outcomes? Simply put, outcomes are the results of our actions. For example, outcomes of a SRO Program might include reductions in school crime and violence, improved school climate in terms of perceptions of safety, or increased participation of students in crime prevention efforts. Results-based, or outcome-oriented programming requires that the intended outcomes and the methods to measure them are defined while program activities are planned. When we evaluate effectiveness, we are actually assessing the extent to which the desired outcomes – typically expresses as goals and objectives -- are achieved.

A third understanding is that **program evaluation means more than putting numbers on everything**. While basic accountability requires that SROs to routinely keep track of the numbers of incidents handled, law-related education presentations given, and referrals made to school and community resources, other measures of program implementation and outcomes which rely on qualitative information are necessary to give a more complete picture of the program. A great deal of useful information can be gathered from questionnaires, observations, and other measures which do not necessarily yield quantitative results.

A fourth understanding is that **evaluation is an impartial process**. Evaluation does not make conclusions about the "goodness" or "badness" of the program nor of those people involved in the program but, rather, how a program is implemented and what results it achieves.

The fifth understanding is that **evaluation is empowering** for program

planners and managers. It provides information for continual program improvement and justification for ongoing funding.

Three Levels of a Comprehensive Evaluation

Comprehensive evaluation involves evaluation three levels: process, outcome, and impact.

Process Evaluation

Comprehensive evaluation involves evaluation three levels: process, outcome, and impact.

Process evaluation describes and evaluates the implementation of program activities. Process evaluation is associated with ***process results*** which are defined, essentially, in terms of completion of the tasks associated with implementing program activities. Desired process results are expressed as planned ***activities*** which are implemented for the purpose of achieving program ***goals*** and ***objectives***.

Purposes of process evaluation

Monitors program
Monitoring activities helps organize and manage program efforts. It helps keep parts of the planned program from being forgotten or neglected. The information helps the program use resources where they are needed.

Provides data for accountability
Process evaluation provides data for accountability to anyone interested in your efforts, (e.g., administration, board and funding sources). Process evaluation provides information relevant to why the program did or did not work. The description of what was done and who was reached can be useful to others who may want to duplicate your efforts.

Can suggest when to evaluate program effects
Process evaluation helps in deciding if it is time to evaluate the effects of the program (e.g., if the program is ready for outcome evaluation). For example, if your program has been in existence for only a short time and you have only implemented the first of several activities, it is unlikely that successful outcomes would have been reached; thus, it may be premature to administer outcome measures.

Process evaluation tells the story of what was planned and what actually happened. It is an evaluation that focuses on *effort*:

- what activities were planned
- what activities occurred
- what target groups were served

Process evaluation asks: *Who did what with whom and when?* Process evaluation involves detailed planning and recordkeeping. It is just as critical as other types of evaluation; in fact, without process evaluation results, you may not be able to interpret impact and outcome results.

Process evaluation focuses on documenting effort.

Process evaluation answers such questions as . . .

▪ To what extent do the activities and strategies match those described in the project plan? If they don't match, are the changes in activities justified and explained?

▪ To what extent were activities conducted according to planned timelines? By appropriate personnel? With intended audience(s)?

▪ Did the instructors use appropriate materials and effective instructional strategies?

▪ What barriers were encountered? How and to what extent were they overcome?

▪ What factors served to facilitate or add to the successes in implementation?

Data used in process evaluation:

Records of implementation activities including numbers served, participant satisfaction measures, and observations by program staff.

Outcome Evaluation

Outcome evaluation describes the immediate or direct effects of a program which are typically defined in terms of changes in participant performance/behavior that occur as a result of specific program activities. Desired outcomes are expressed as program **objectives**.

Purposes of outcome evaluation

Outcome evaluation describes the immediate or direct effects of a program.

The "bottom line" of program evaluation is, "What were the effects of the program?" There are two levels of evaluation related to effects: outcome evaluation and impact evaluation. While impact evaluation assesses the longer term effects and achievement of goals, outcome evaluation looks at the short-term effects. Outcome evaluation is concerned with measuring the immediate effects of the program on the focus population. Outcome evaluation assesses achievement of program objectives, i.e., the changes in participant performance/behavior that occur as a result of specific prevention activities.

Outcome evaluation answers such questions as . . .

- To what extent did the project meet its objectives?

- What changes in participant knowledge, attitudes, behavior, or skills occurred as the result of participation in the activities?

- What significant unintended outcomes did the project/program have?

Data used in outcome evaluation:

Measures of knowledge, attitudes, behavior, and skills of individual program participants.

Impact Evaluation

Impact evaluation describes the longer-term, global effects of a program which are typically described in terms of reductions in rates of crime, violence, or disruption. Desired impacts are expressed as program **goals.**

Purposes of impact evaluation

Impact evaluation is concerned with the ultimate effects desired by a program. In SRO Programs the ultimate effects (or the areas one would like to impact) would include reductions in school crime, violence, and disruptive behavior.

Impact evaluation describes the longer-term, global effects of a program.

Impact evaluation answers such questions as . . .

Π   To what extent did the project meet its overall goals?

Data used in impact evaluation:

Rates of school crime, violence, and disruptive behavior.

The Relationship of Program Results and Levels of Evaluation

Program Results	Expressed As . .	Level of Evaluation
Process	Activities	Process
Outcomes	Objectives	Outcome
Impacts	Goals	Impact

Developing Measurable Goals and Objectives

Goals

<u>Definition of a Goal</u>

Goals define the overall direction of the program and state what is to be accomplished. They provide the foundation for specific objectives and activities that ultimately define the program.

A goal is a measurable statement of desired longer-term, global impact of the program.

Well-formulated **goals** reflect the longer-term, global effects the prevention program is intended to achieve. Goals typically address incidence of violence or in terms of changes in risk or protective factor indicators. Examples of goals:

- reduced youth crime

- reduced number of disciplinary suspensions at a school

- a change in group norms such as changing student opinions to be more favorable toward honesty and good citizenship and more strongly against illegal, dangerous, or disruptive behavior.

Objectives

<u>Definition of an Objective</u>

Objectives provide a statement of desired outcome in a way which can be directly evaluated. Goals and objectives are not essentially different – rather they differ in the level of result each addresses. Where goals focus on impacts, objectives focus on *outcomes*.

An objective is a specific, measurable statement of the desired immediate or direct outcome of the program which support accomplishment of a goal.

Well-formulated **objectives** reflect the more immediate or direct effects a prevention program is intended to achieve. Objectives typically address changes in participant performance/behavior that occur as a result of specific prevention activities.

Examples:

- improvement in observable behavior of individual program participants

- increased skills in resolving conflict among program participants

- increased proficiency in decision making of program participants

- decline in the number/frequency of disruptive behavior by an individual program participant.

*Activities
are designed
to achieve established
objectives
which support
goals
which address
identified
needs*

Making the connections among needs, goals, objectives, and activities:

Needs ←→ **Goals** ←→ **Objectives** ←→ **Activities**

*Activities
are designed*

↓

to achieve established
Objectives

↓

which support
Goals

↓

which address identified
Needs
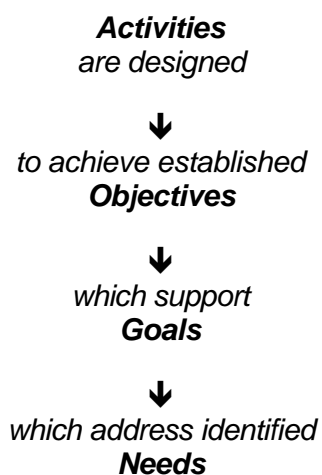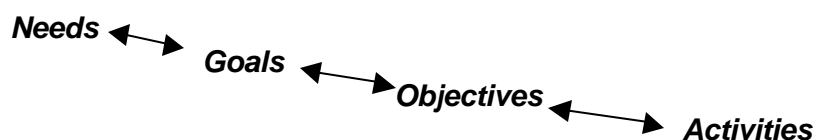
The ABCDE Method of Writing Measurable Goals and Objectives

Both goals and objectives need to be specific and measurable. By including these ABCDE components, you will state the "who, what, when and how" of your program goals and objectives.

Audience
The population/target audience for whom the desired outcome is intended.

Behavior – what?
What is to happen? A clear statement of the behavior change/result expected.

Condition - by when?
The conditions under which measurements will be made. This may refer to the timeframe and/or upon implementation of a specific intervention.

Degree - by how much?
The quantification of, or the level of, results expected. This often involves measuring change in comparison to an identified baseline.

Evidence – as measured by?
Defines the method of measuring the change expected. The degree of change (set forth above) will be measured using a specified instrument or criterion.

Advantages of the ABCDE Method

Clarifies Purpose: An advantage to developing goals and objectives which explicitly state what is to change and how it is to be measured is that there is much greater clarity, from the outset, about exactly what the SRO Program is intended to achieve.

Establishes Evaluation Blueprint: Another advantage to specifying how much change is targeted to occur and how it is to be measured is that it establishes the blueprint for the evaluation.

Making the Connections: Using a Logic Model

When planning the School Resource Program (or any other program), using a logic model can help keep the program focused on achieving its intended goals and objectives. A program logic model is a description of the assumptions which drive the program. It communicates an "If-Then" message of what the program intends to produce. Some examples are as follows:

Fundamental Logic:

IF we implement the SRO Program,

THEN schools will be safer.

IF the SRO mains high visibility, *THEN* students and others will be deterred from disruptive and illegal behavior.

IF all student incidents are handled consistently and fairly, *THEN* clear expectations for behavior will be reinforced (in the short term) and incidents of disruptive and illegal behavior will decline (in the long term).

IF students learn about their rights and responsibilities through law-related education programs, *THEN* they will be less inclined to break school rules and laws (in the short term) and become better citizens (in the long term).

IF students in need of intervention are identified and linked to appropriate services, *THEN* problems will be addressed before they worsen and risk of serious consequences (suicides, homocides, etc.) will be reduced.

IF the SRO serves as a positive role model and provides informal guidance to students in handling day-to-day problems and dilemmas, *THEN* students become more aware of and skilled at employing appropriate strategies to resolve problems and conflicts (in the short term) and incidents of disruptive and illegal behavior will be reduced in the school and community (in the long term).

Data Collection Methods

There are two basic types of data collection methods: quantitative and qualitative. Evaluation which uses both quantitative and qualitative methods is called a mixed method approach.

Quantitative methods gather numerical data such as the number of incidents reported or ratings of perceived school safety.

Qualitative methods gather descriptive information such as student, staff, or parent comments about the SRO Program, its impact on the school, or ways it can be improved.

Some Useful Evaluation Terms

Baseline - Facts about the condition or performance of subjects prior to program implementation.

Case Study - An intensive, detailed description and analysis of a single object of evaluation such as a project or program.

Data - Information collected to support a decision. In program evaluation, both quantitative (numerical) and qualitative (non-numerical) data are appropriate and important.

Design - The approach and procedures to be followed in conducting a specific evaluation.

Effectiveness - The ability of the program to achieve its stated goals and objectives. Assessing effectiveness is one of the major functions of program evaluation.

External Evaluation - Evaluation conducted by an evaluator from outside the organization which is being evaluated or which sponsors the project/program being evaluated.

Formative Evaluation - Evaluation designed and used to improve an intervention, especially when it is still being developed.

Impact Evaluation – A process for examining longer-term, global effects of treatment, intervention or prevention programs.

Impact Indicator - The factor, variable, or observation which will be used to determine that a specific longer-term, global effect of a program has occurred.

Instrument - An assessment device (test, questionnaire, protocol, etc.) adopted, adapted, or constructed for the purpose of the evaluation.

Internal Evaluation – An evaluation conducted by a staff member or unit from the organization within which the object of the evaluation is housed.

Mixed-Method Evaluation - An evaluation for which the design includes the use of both quantitative and qualitative methods for data collection and data analysis.

Outcome Evaluation - A process for examining immediate or direct effects of a treatment, intervention or prevention program. For ATOD prevention programs, outcome evaluation looks at achievement of program objectives.

Outcome Indicator - The factor, variable, or observation which will be used to determine that an immediate or direct effect of a program has occurred.

Summative Evaluation – Evaluation designed to examine what the project/program has actually accomplished in terms of its stated goals and objectives.

A Comprehensive SRO Program Evaluation

A comprehensive SRO Program evaluation **documents activities** and **assesses results**. A well-designed evaluation not only satisfies basic requirements for accountability but can provide information for ongoing program improvement; such an evaluation can also provide information needed to respond to the tougher questions about whether the program is "making a difference"— questions often asked when funding is at stake.

A well-designed evaluation not only satisfies basic requirements for accountability but can provide information for ongoing program improvement.

The comprehensive evaluation design presented here involves process, outcome, and impact levels of evaluation. This comprehensive evaluation a) documents incidents, b) describes activities, c) records shorter-term outcomes, and d) analyzes data to reveal longer-term impacts.

In this section, a model for comprehensive evaluation of an SRO program is presented, including sample reporting/evaluation instruments. For each instrument, the purpose and content will be explained, methods of analysis will be described, and examples of uses of the data will be provided.

Overview of Evaluation Reports

Student Incident Report (SIR) – Reports incidents in which the student has been observed or reported to be in violation of the *Code of Virginia.* The form includes information about the time and location of the incident, about the offender and any victims, the specific offenses committed, and the actions or dispositions used to resolve the incident.

SRO Quarterly Activities Report (QAR): Reports on the nature of SRO activities and factors affecting the SRO program operation.

Annual "Lessons from the Field" Report (LFR): Reflective report about what has and has not worked and key factors which have affected Program operation.

Annual Staff Survey on School Safety and Security: Measures school staffs' perceptions of school safety and views about the SRO Program.

Annual Student Survey on School Safety and Security: Measures students' perceptions of safety at their school and about the SRO Program.

Annual School Crime and Violence Tracking Report: Tracks changes in the number of incidents of school crime and violence from one year to the next.

Student Incident Report

The Student Incident Report (SIR) is a basic form for reporting incidents in which the student has been observed or reported to be in violation of the law. The form includes key elements of incident-based reporting – nature of offense; date, time, and location of the incident; gender, age, and grade level of perpetrator; victim information; and dispositions/follow-up action.

Incident reports have immediate value in terms of recording the number and nature of incidents occurring. Analysis of the data can reveal patterns of crime and disruptive behavior and suggest strategies for prevention. Over a longer period of time, data from the student incident reports can be used to document trends.

The Sample Student Incident Report which follows has major sections:

1) Incident information – includes school site, time, specific location, type of incident, and special information such as whether the incident was drug- or gang-related.

2) Offender information – includes status, grade, age, gender, and whether the offender was reported for a previous incident.

3) Victim information – includes status, grade, age, and gender of the victim.

4) Violations – includes major categories of crimes against persons and property.

5) Disposition/follow-up activities – includes legal, administrative, and referral dispositions which occurred as a result of the incident.

SAMPLE: STUDENT INCIDENT REPORT

Page 1

INCIDENT INFORMATION

	Date of Incident	Date Incident Was Reported
School Code	Month Day Year	Month Day Year
KKKKKKK	KK KK KK	KK KK KK

School Type   **Time of Incident**   **Incident Location**   **Special Information**

K**Elementary**   K 12:01 – 6:00 am   K School bus   K Drug-related
K**Middle**   K 6:01 – 8:00 am   K Outside building   K Gang-related
K**High**   K 8:01 – 10:00 am   K Corridor
K**Alternative**   K 10:01 – 12:00 noon   K Stairwell
   K 12:01 – 2:00 pm   K Classroom   **Type of Incident**
   K 2:01 – 4:00 pm   K Restroom   K Against person(s)
   K 4:01 – 6:00 pm   K Athletic area   K Against property
   K 6:01 – 8:00 pm   K Cafeteroa
   K 8:01 – 10:00 pm   K Off-campus activity
   K 10:01 – 12:00 midnight

OFFENDER INFORMATION

Type	**Grade**	**Age**	**Gender**	**Previous SIR?**
K Student	KK	KK	K Male	K No
K Staff	K Unknown		K Female	K Yes – current year
K Non-student				K Yes – previous year
K Unknown juvenile				
K Unknown adult				
K Unknown offender				

VICTIM INFORMATION (If no victim, go to next section)

VICTIM #1

Type	**Grade**	**Age**	**Gender**
K Student	KK	KK	K Male
K Staff	K Unknown		K Female
K Non-student			
K Unknown juvenile			
K Unknown adult			
K Unknown offender			

VICTIM #2

Type	**Grade**	**Age**	**Gender**
K Student	KK	KK	K Male
K Staff	K Unknown		K Female
K Non-student			
K Unknown juvenile			
K Unknown adult			

K Unknown offender

SAMPLE STUDENT INCIDENT REPORT (SIR)
Page 2

VIOLATIONS

Abduction	**Alcohol**	**Arson**	**Assault**	
K Actual	K Use	K Actual	K Shoving	K Aggravated
K Attempted	K Possession	K Attempted	K Hitting	K Malicious wounding
	K Sale/distribution		K Mutual combat	K Felonious
assault			K Simple assault	

Burglary	**Disorderly Conduct**	**Drug Offense**	**Larceny**	**Profanity**
K Yes	K Yes	K Use	K Petit	K Curse/abuse
K No	K No	K Possession	K Grand	K Swearing
		K Sale/distribution	K Possess stolen	K Obscene
gestures				
			property	K Derogatory written
				K Other

Robbery	**Sex Offenses**	**Stalking**	**Threatening**	**Tobacco Products**
K Actual	K Touching	K Yes	K Verbal	K Use
K Attempted	K Indecent exposure	K No	K Electronic	K Possession
	K Sexual assault		K Written	K Sale/distribution
	K Attempted rape			
	K Rape			

Throwing a missile	**Trespassing**	**Status Offense**	**Traffic Offenses**
K From a bus	K Trespassing	K Truancy	K Speeding
K From any other moving vehicle	K After warning	K Runaway	K Illegal parking
K At a moving vehicle			K Reckless driving
			K Hit and run
			K Accident

Vandalism	**Weapons Offenses**		**Miscellaneous**	
K Graffiti	K Gun		K Bomb threat	K Obscene
phone call				
K Private property	K Toy gun or look alike		K False alarm	K Sexual
harassment				
K School property	K Edged weapon (knives, etc.)		K Gambling	K Vehicle
complaint				
	K Bludgeon weapon (bats, etc.)	K Extortion		K Forgery of official
	K Live ammunition	K Other		document

DISPOSITIONS/FOLLOW-UP ACTIVITIES

School Based Actions	**Community Based Actions**	**Dispositions**
K School guidance counselor	K Child Protective Services (CPS)	K School detention
K School assistant principal	K Social Services	K School suspension
K School social worker	K Mental Health/Family Counseling	K School other penalty
K School psychologist	K Victims Services	K Criminal investigation
K Conflict mediation	K Domestic Violence Services	K Juvenile Court referral
K Anger management program	K Recreation/youth development program	K General District Court

Κ Truancy/dropout program
Κ Student assistance program

Quarterly Activities Report

The Quarterly Activities Report is a basic report of School Resource Officer Activities. The Report is organized into major categories which correspond to key roles of the SRO which include the following:

A. School Safety and Crime Prevention-Related Services/Activities

This section gathers information on SRO involvement in school safety audits, application of CPTED principles, and problem-solving activities to reduce or prevent crime or disruption in schools or school-sponsored activities. Such information has immediate value in terms of examples of ways that SROs contribute to making schools more safe and secure. Additionally, SROs benefit from information on problem-solving strategies which have worked.

B. Law Enforcement Activities

This section identifies the factors or conditions which either make it easier or make it more difficult for the SRO to carry out law enforcement responsibilities. Because this is a critical area of SRO responsibility, it is important that any obstacles to law enforcement be identified and addressed in a timely manner. Identifying factors which support law enforcement suggest desirable practices which should be implemented or conditions which should be promoted.

C. Law-Related Education Activities

This section gathers information about types of audiences and topics taught. Such information documents law-related education activities in the school and can be valuable to other SROs seeking to develop law-related education programs.

D. Community Liaison

Increasingly, SROs are becoming involved in resolving problematic situations, often involving use of school and community-based resources. This section gathers information about the frequency and nature of such activities and the types of resources with which the SRO works collaboratively.

E. Youth Involvement

It is desirable that SRO Programs involve youth in school safety and crime prevention efforts. This section of the Quarterly Report documents types of student activities and, when gathered over a period of time from multiple SROs, has potential to yield a very useful list of ideas for student involvement.

F. SRO Activities

This section yields profiles of how SROs are spending their time. There is great variation in the manner SROs carry out their duties.   Information on the allocation of time can be of value in determining the most effective allocations of resources.

G. Additional Information

This optional section provides the SRO an opportunity to report additional information which he thinks is important to demonstrating the effectiveness of the SRO Program.

SAMPLE: SRO QUARTERLY ACTIVITIES REPORT

Law enforcement agency _____

SRO _____ Reporting Period _____Qtr. _____Yr.

A. School Safety and Crime Prevention-Related Services/Activities

DURING THIS REPORTING PERIOD

1. Have you been involved in a formal school safety audit/assessment?   ___ Yes   ___ No

   If yes, please describe the nature of your involvement:

2. Did you have any opportunity to apply CPTED (Crime Prevention Through Environmental Design) principles to improve school safety? ___ Yes ___ No
If yes, briefly explain:

3. Have any school policies/procedures been modified to improve school safety or reduce crime?
   ___ Yes   ___ No   If yes, briefly explain:

4. Please describe any other problem-solving actions that you took to reduce or prevent crime or disruption in the school environment or at school-sponsored events and activities.

Problem(s)	*Problem-solving response(s)*

B. Law Enforcement Activities

5. Were there any conditions or factors in your work environment that **made it easier** for you to carry out your law enforcement responsibilities?   _____ Yes _____ No   If yes, please explain:

6. Were there any conditions or factors in your work environment that **made it more difficult** for you to carry out your law enforcement responsibilities?   _____ Yes _____ No   If yes, please explain:

QUARTERLY SRO ACTIVITIES REPORT
PAGE 2

C. Law-Related Education Activities

7.   Please report on any law-related education (LRE) instruction that occurred:

LRE Topic　　　　　　　　　**Type Audience**　　　　　　　　　**Approx. No. Attending**

D. Community Liaison

8.   Did you deal with any problematic situations that were resolved before they became reportable incidents (that is, situations that did not require a Student Incident Report (SIR))?

___ Yes　　___ No　　If yes, how many?　_____　　Briefly describe these situations?

9.   In dealing with the non-SIR incidents referred to in question 8, please indicate (or give your best estimate of) the number of times in the last quarter that you consulted with or referred students or parents to the following **school-based** or **community-based** resources:

SCHOOL-BASED RESOURCES	COMMUNITY-BASED RESOURCES
_____ school guidance counselor	_____ protective services (child abuse/neglect)
____ school social worker	_____ social services (non-abuse/neglect services)
_____ school psychologist	_____ mental health/family counseling services
_____ conflict mediation program	_____ victim services
_____ anger management program	_____ juvenile court
_____ truancy/dropout prevention programs	_____ domestic violence services.
_____ student assistance program	_____ recreational/youth development org.
_____ other (specify)_____	_____ Other (specify)_____

E.   Youth Involvement

10. If your school has a Youth School Safety Advisory Committee, please describe the committee's activities during this reporting period:

11. Please describe any other activities that involved the students in school safety or crime prevention.

QUARTERLY SRO ACTIVITIES REPORT
PAGE 3

F.   SRO Activities

12. Please estimate to the best of your ability the percentages of time you spent during this reporting period on the activities listed below. **Total must be 100%.**

_____%   Investigations of incidents

_____%   Patrol/Security of school

_____ %   Meetings/conferences   (school staff, parents, social workers, etc.)

_____%   School safety/security assessments

_____%   Law-related Education

_____ %   Student involvement/activities/projects

_____%   Court

_____%   Reports and other paperwork

_____%   Training

_____%   Non-SRO assignments

_____%   Other (specify): _____

100% - Total

G.   Additional Information (optional)

13. Please provide any additional information you think important to demonstrating the effectiveness of your SRO Program.

Staff Survey on School Safety and Security and Student Survey on School Safety and Security

The Staff Survey on School Safety and Security is designed to assess perceptions of school safety and security among school staff, including not only faculty but also custodial, cafeteria, and other support personnel. The Survey asks staff about their own experiences with and perceptions of school-related crime. Information from the surveys can help the SRO pinpoint types of activities to be targeted and locations in the school which require greater scrutiny. The Student Survey parallels the Staff Survey. Administration of each of these surveys should be undertaken in close collaboration with school administrators. Data from the surveys are critical for school safety planning and can serve as an important element of required school safety audits.

Staff and Student Surveys on School Safety and Security are designed to assess perceptions of school safety and security.

For evaluation of the SRO Program, data from the Staff Survey and the Student Survey can serve to establish baselines from which achievement of objectives can be measured. *Outcomes* of the SRO Program can thus be measured. Some examples are as follows:

Objective 1: By May 2001, after implementation of specified safety and security measures, perceptions of safety among school staff will increase from a general ratings of 60% to 90% feeling "somewhat" or "very safe" as measured by the Staff Survey on School Safety and Security.

Objective 2: By May 2001, after implementation of specified safety and security measures, the percentage of students reporting threats to their person or property will be reduced from 35% to 15% as measured by the Student Survey on Safety and Security.

A second section of the Staff Survey gathers information on staff opinions of various aspects of the SRO Program, including how well they understand the SRO role, SRO visibility and availability, and impact of the SRO Program on fear of crime. Information from this section of the survey can suggest areas of success and areas for increased emphasis or improvement.

SAMPLE: Annual Staff Survey on School Safety and Security

School Code: _____   Date: _____

Check grade levels of students taught/worked with: __ 6   __ 9   __ 12

Your Gender: __ M   __ F

__ 7   __ 10   __ all middle school grades
__ 8   __ 11   __ all high school grades

A. School Climate

SINCE SCHOOL STARTED LAST SEPTEMBER (AND WHILE AT SCHOOL OR AT A SCHOOL-SPONSORED ACTIVITY):

	no	yes
Someone stole items from your desk or other place.	N	Y
Someone took money or things directly from you using force, weapons, or threats.	N	Y
Someone tried to threaten or intimidate you.	N	Y
Someone threatened to damage your property.	N	Y
Someone damaged your property on purpose.	N	Y
Someone physically attacked you.	N	Y

What percentage of students do you think . . .

	None	1%-5%	6%-10%	11%-25%	25%+	Don't Know
Carry a weapon to school:	____	____	____	____	____	____
Are involved in gangs:	____	____	____	____	____	____
Use illegal drugs:	____	____	____	____	____	____

	None	1%-25%	26%-50%	51%-75%	75%+	Don't Know
Use alcohol on a regular basis: (twice a month or more)	____	____	____	____	____	____

Please rate your fear of the following groups committing a crime against you

	very fearful	somewhat fearful	a little fearful	not at all fearful
Students	1	2	3	4
Intruders	1	2	3	4
Parents	1	2	3	4
Gangs	1	2	3	4

Please rate how safe you feel by circling the appropriate number 1 – 4.

	very unsafe	somewhat unsafe	somewhat safe	very safe
In general, at school I feel. . .	1	2	3	4
In the following locations, at school I feel. . .				
Classrooms	1	2	3	4
Hallways	1	2	3	4
Bathrooms	1	2	3	4
Stairwells	1	2	3	4
Library/offices	1	2	3	4
Cafeteria	1	2	3	4
Gym/locker room	1	2	3	4
Auditorium	1	2	3	4
Walkways	1	2	3	4
Parking lot	1	2	3	4
Fields/stadium	1	2	3	4
At school **before/after** school, I feel . . .	1	2	3	4
At athletic games/events	1	2	3	4
At plays and performances	1	2	3	4
At dances/other social events	1	2	3	4

_____

* The data will be aggregated by school and/or locality.   Your responses will not be associated with your name or position.

SAMPLE: STAFF SURVEY ON SCHOOL SAFETY AND SECURITY
PAGE 2

B. *Staff Opinion of the SRO Program*

Length of time teaching/working
in a school with a SRO program:
____ 0 to 1 year
____ 1 to 3 years
____ 4 to 6 years
____ more than 6 years

How much direct contact have you had
with the SRO (choose one)
____ None
____ Occasional (once or twice a semester)
____ Regular (once or twice a month)

Did you attend a presentation this year
that was conducted or arranged by the SRO?
___ no ___ yes

Please respond to the statements below by checking one of the five scale options:

	strongly disagree	disagree	neutral	agree	strongly agree
I support having a SRO assigned to my school:	1	2	3	4	5
I have been informed about the role the SRO is to play in school :	1	2	3	4	5
The SRO has reduced threats and bullying between students:	1	2	3	4	5
The SRO has reduced the number of fights between students:	1	2	3	4	5
The SRO has increased student knowledge of what is and is not legal:	1	2	3	4	5
The SRO has increased student knowledge of the legal system:	1	2	3	4	5
The SRO has made it easier to maintain order in school:	1	2	3	4	5
The SRO's visibility in the school is adequate:	1	2	3	4	5
The SRO's availability to teachers and staff is adequate:	1	2	3	4	5
The SRO's involvement with the students is adequate:	1	2	3	4	5
The SRO has reduced fear of crime among teachers/staff:	1	2	3	4	5
The SRO has improved educator-law enforcement collaboration:	1	2	3	4	5

Please write out any other opinions you have about the SRO program (use the back of this form if you wish).

SAMPLE: Annual Student Survey on School Safety and Security

School Code ___ ____ ____ ____   Date: _____

Your Gender __ M __ F   Grade level ___ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ ungraded

Since the beginning of this school year, **at school or at a school-sponsored activity**:	no	yes
Someone stole items from your desk, locker, bookbag or other place	N	Y
Someone took money or things directly from you using force, weapons, or threats	N	Y
Someone threatened or bullied you	N	Y
You personally saw someone threatened or bullied	N	Y
Someone punched, slapped, or kicked you on purpose	N	Y
You personally saw someone punched, slapped, or kicked on purpose	N	Y
You got in a fight with someone at school	N	Y
You personally saw someone in possession or under the influence of beer, wine, or other alcohol	N	Y
You personally saw someone in possess or under the influence of marijuana or other illegal drugs	N	Y
You personally saw someone with a knife or sharp object (for protection)	N	Y
You personally saw someone (other than police) in possession of a gun	N	Y

Please rate **how safe you feel** by circling the appropriate number 1 – 4.

	very unsafe	somewhat unsafe	somewhat safe	very safe
In general, at school I feel . . .	1	2	3	4
In the following locations at school I feel . . .				
Classrooms	1	2	3	4
Hallways	1	2	3	4
Bathrooms	1	2	3	4
Stairwells	1	2	3	4
Library/offices	1	2	3	4
Cafeteria	1	2	3	4
Gym/locker room	1	2	3	4
Auditorium	1	2	3	4
Walkways	1	2	3	4
Parking lot	1	2	3	4
Fields/stadium	1	2	3	4
On the way to/from school				
On bus	1	2	3	4
At bus stop	1	2	3	4
Walking to/from school	1	2	3	4
At school **events** **a**thletic games/events	1	2	3	4
Plays and performances	1	2	3	4
Dances/other social events	1	2	3	4

In comparison to last year, the students in this school:
____ have been MORE orderly and respectful.
____ have been NEITHER MORE OR LESS orderly and respectful.
____ have been LESS orderly and respectful
____ I wasn't here last year; don't know; other.

Did you attend a class or presentation this year which was conducted or arranged by the School Resource Officer?
____ yes   ____ no

Have you ever talked to the SRO about a legal matter privately – that is, outside of a classroom discussion?
____ yes   ____ no

How often do you talk or have contact with the SRO?
____ Never or almost never
____ Occasionally – once or twice a semester
____ Regularly – once or twice a month or more

Please respond to the statements below by checking one of the five scale options:

	strongly disagree	disagree	neutral	agree	strongly agree
I support having a SRO in my school	1	2	3	4	5
I understand why we have a SRO in our school	1	2	3	4	5
The SRO has reduced the number of fights among students	1	2	3	4	5
The SRO has reduced threats and bullying among students	1	2	3	4	5
The SRO has reduced my fear of crime at school	1	2	3	4	5
The SRO has increased my awareness of what is legal and what is not legal	1	2	3	4	5
The SRO has increased my knowledge of how the legal system works	1	2	3	4	5

I have been honest and truthful on this survey: ___ yes   ___ no

"LESSONS FROM THE FIELD" SRO SURVEY

The "Lessons from the Field" Survey is designed to systematically gather information on what, in the long term, have been the greatest accomplishments of the SRO Program, what have been the greatest challenges, what strategies have "worked" in terms of forming collaborative working relationships with schools, and involving students in the process of keeping their schools safe and drug-free. The survey also identifies issues and topics where there is need for additional information or training and solicits suggestions for promoting SRO Programs.

SAMPLE: ANNUAL "LESSONS FROM THE FIELD"
SRO SURVEY

This survey asks you to describe the strategies and activities you consider most effective or critical to your job as a School Resource Officer.   It affords you an opportunity to reflect on the past school year and share the lessons you have learned while working in a relatively new law enforcement position. The information obtained will be used to guide program development and to inform other SROs about strategies and activities that they might employ.

Law enforcement agency:_____

Date:_____

SRO's Name (printed): _____

SRO's Signature: _____

Signature of SRO's Supervisor: _____

1. What were your SRO Program's greatest accomplishments during the past school year?

2.   What were its greatest challenges or difficulties?

3. From your experience, what strategies or methods work best for establishing, maintaining, or strengthening your working relationship with school staff?

4. From your experience, what strategies or methods work best for involving students in the process of making/keeping their school(s) safe and drug-free.

5. On what issues or topics would you like additional information or training?

6. What recommendations do you have for improving and promoting SRO programs in Virginia?

ANNUAL SCHOOL SAFETY REPORT

The Annual School Safety Report is keyed to incidents which schools in Virginia are required to report annually. The Report tracks year-to-year changes and can be used to document the ultimate *impact* of the SRO Program. Analysis of trends can document areas of greatest success and suggest areas requiring greater attention in the future. The Virginia Department of Education has initiated a system of reporting incidents of crime and violence at the individual school level. As that system of reporting becomes operational, SROs and school administrators will begin to have data which will allow year-to-year tracking.

SAMPLE: ANNUAL SCHOOL SAFETY REPORT

Law enforcement agency: _____

School Resource Officer_____**School**_____

* These are incidents which school divisions are required to report annually to the Virginia Department of Education. Information should be obtained from the school administration.

Types of Incident	School Year 1997-98 (Baseline)	School Year 1998-99 (Comparison)	% Change
*Fighting (no injuries)			
*Fighting (minor injuries)			
*Fighting (serious injuries)			
*Firearms confiscated on school property			
*Possession of firearms			
*Possession of non-firearm weapons			
*Possession of look-alike weapons			
*Possession of tobacco			
*Possession of alcohol			
*Possession of drugs			
*Possession of drug paraphernalia			
*Sexual assault – rape			
*Sexual assault – inappropriate touching			
*Homicide			
Crimes against school staff			
*Homicide			
*Physical assault			
*Sexual assault – rape			
*Sexual assault – touching			
*Threats			
Additional offenses			
Vandalism			
Petit larceny			
Grand larceny			
Others (specify)			

RESOURCES

Community Policing Consortium
1726 M St. N.W., Suite 801
Washington, DC 20036
Phone: (800) 833-3085
Fax: (202) 833-9295
www.communitypolicing.org

The Consortium's primary mission is to deliver community policing training and technical assistance to police departments and sheriff's offices that are designated COPS grantees. Training sessions are held at the state/regional and county levels and use curricula reflecting the breadth of the Consortium's collective policing knowledge. For agencies that need overview training, the Consortium offers orientation to community policing as well as sheriff-specific sessions that address their unique issues and obstacles. Problem solving, developing strategies, personnel deployment, and managing calls for service, building community partnerships/cultural diversity and train the trainer workshops are available to agencies searching for more specific courses.

Join Together ONLINE
411 Stuart St.
Boston, MA 02116
Phone (617) 437-1500; FAX (617) 437-9394
http://jointogether.org

Join Together ONLINE is a national resource center and meeting place for communities working to reduce substance abuse (illicit drugs, excessive alcohol & tobacco) and gun violence. It offers up-to-date information on legislation and funding opportunities as well as Action Kits and Resource Guides on a wide range of health and safety-related topics.

National Association Of School Resource Officers (NASRO)

P. O. Box 40
Boynton Beach, Florida 33425
Phone/FAX: (561) 736-1736

NASRO is a 501c 3 (Not for Profit) Organization made up of school based-law enforcement officers & School Administrators. The association serves as the largest training organization for school-based police and district personnel in the Nation. NASRO sponsors an annual training conference each summer as well as regional training which is available throughout the US and Canada. Membership is open to school based police and school administration.

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847
Phone (800) 729-6686; (301) 468-2600; FAX (301) 468-6433
http://www.health.org

This comprehensive federal clearinghouse on alcohol and drug information offers an extensive collection of publications, posters, action kits. Call for free catalogue or access webpage which has links to many key agencies and organizations.

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-0726
Phone (864) 656-2599
http://www.dropoutprevention.org

This Center was established in 1986 to serve as an information clearinghouse on issues related to school reform and dropout prevention. It offers an on-site library and database of information on dropout prevention programs and educational strategies, technical assistance, training, and resources.

National Resource Center for Safe Schools
Northwest Regional Educational Laboratory
101 SW Main, Suite 500, Portland, OR 97204
Telephone: (503) 275-9500
www.nwrel.org/safe/

The National Resource Center for Safe Schools is operated by the Northwest Regional Educational Laboratory and was established in 1999 with funding from the U.S. Department of Education's Safe and Drug-Free Schools Program and the U.S. Department of Justice's
Office of Juvenile Justice and Delinquency Prevention. The Center works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence.

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
Phone (805) 373-9977; FAX (805) 373-9277
http://www.nssc1.org

This comprehensive clearinghouse for school safety information offers numerous publications and technical assistance on school safety-related topics. NSSC's mandate is to focus national attention on cooperative solutions to problems which disrupt the educational process. Special emphasis is placed on efforts to rid schools of crime, violence and drugs, and on programs to improve student discipline, attendance, achievement and school climate. NSSC provides technical assistance, legal and legislative aid, and publications and films.

National Youth Gang Center
National Youth Gang Center
P.O. Box 12729, Tallahassee, FL 32317
Phone: (800) 446-0912, ext. 252
Fax: (850) 386-5356
http: //www.iir.com/nygc

The purpose of the National Youth Gang Center is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. The Center assists state and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. It also coordinates activities of the OJJDP activities of the OJJDP Youth Gang Consortium – a group of federal agencies, gang program representatives, and service providers.

North Carolina Center for the Prevention of School Violence
North Carolina State University
20 Enterprise Street, Suite 2
Raleigh, NC 27607-7375
Phone 1-800-299-6054 or 919-515-9397
Fax (919) 515-9561

Established in 1993, the Center serves as the primary agency for dealing with the problem of school violence. The Center focuses on ensuring that schools are safe and secure so that education can take place. Our Safe Schools Pyramid and public awareness campaign have helped maintain a focus on the problem of school violence. By focusing on the problem, the Center has drawn attention to the seriousness of school violence and has become a vital facilitator of actions taken to get violence out of schools.

Partners Against Violence - PAVNET Online
http://www.pavnet.org

PAVNET Online is a "virtual library" of information about violence and youth-at-risk, representing data from seven different Federal agencies. It is a one-stop, searchable, information resource to help reduce redundancy in information management and provide clear and comprehensive access to information for States and local communities. PAVNET Partners include the U. S. Departments of Education, Labor, Justice, Agriculture, Defense, Health and Human Services, and Housing and Urban Development.

Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice
http://www.ncjrs.org/ojjhome.htm

This site features numerous links to juvenile justice-related resources, model programs, and funding opportunities. Offers access to extensive collection of publications.

Safe, Disciplined, and Drug-Free Schools
http://www.ed.gov/offices/OESE/SDFS

U. S. Department of Education's website provides information on Safe and Drug-Free Schools initiatives and related school safety and youth substance abuse and violence issues. Offers full-text versions of some publications including ***Creating Safe and Drug-Free Schools: An Action Guide, Manual to Combat Truancy, and Manual on School Uniforms***. Also has links to key related websites.

Virginia Effective Practices Project
Office of Substance Abuse Research
MSC 4007, James Madison University
Harrisonburg, VA 22807
(540) 568-2736
www.jmu.edu/cisat/vepp

A collaborative initiative of the Virginia Department of Education and James Madison University, the Virginia Effective Practices Project is designed to promote and support effective practices in youth substance abuse and violence prevention by focusing on two key areas:
Π providing highly individualized training and technical assistance and
Π disseminating information on effective practices through "showcasing" events, a project website and

newsletter, and other dissemination activities.
The project website is linked to all key youth substance abuse and violence prevention websites.

Virginia Youth Violence Project
http://curry.edschool.Virginia.EDU/curry/centers/youthvio/

Project focuses on identifying effective methods and policies for youth violence prevention and response, conducting and disseminating research, and providing education and training for educators, psychologists, and other colleagues in the social, legal, and human services professions.

YouthInfo
http://youth.os.dhhs.gov

YouthInfo is a webside developed by the U. S. Department of Health and Human Services (HHS) that provides up-to-date information about America's adolescents. The website includes statistical profiles of America's teenagers, speeches by federal officials on youth topics, links to youth-related wbsites at HHS and other federal agencies, private foundations, and research organizations. The site also offers resources for parents.

Association of Virginia Student Assistance Professionals (AVSAP)
P. O. Box 1227
Vinton, VA 24179-8227
http://members.aol.com/avsap

The Association of Virginia Student Assistance Professionals is a nonprofit membership organization established in response to the growth of student assistance programming on a statewide scale. As a membership driven organization, its mission is to advocate, promote, network, and provide leadership for the delivery of effective and comprehensive student assistance program (SAP) services addressing substance abuse and other mental health issues that impede the successful development of our youth.

Law-Related Education Resources

Virginia Institute for Law and Citizenship Studies
Virginia Commonwealth University, School of Education
P. O. Box 842020
Richmond, VA 23284-2020
Telephone (804) 828-1940   Fax (804) 828-1323

Services include staff development in-service workshops, LRE training and technical assistance, a lending resource library, mock elections, and instructional publications.

National Law-Related Education Resource Center (NLRC)
American Bar Association, Division for Public Education
541 N. Fairbanks Court
Chicago, IL 60611-3314
Telephone (312) 988-5735   Fax (312) 988-5032

NLRC advertises itself as the "preeminent source of information and services in public education about the law, collecting and disseminating information, research, and teaching materials worldwide." Available are facts on current model programs, curricula, print, and multimedia materials for all groups and age levels.

Street Law, Inc.
918 16th Street, NW, Suite 602
Washington, DC 20006-2902
Telephone (202) 293-0088, FAX (202) 293-0089
www.streetlaw.org

Street Law, Inc. is a nonprofit organization dedicated to empowering people through law-related education (LRE). Law-related education is a unique blend of substance and instructional strategies. People learn substantive information about law, democracy, and human rights through strategies that promote problem solving, critical thinking, cooperative learning, improved communication skills, and the ability to participate effectively in society. Offers school-based program training and program development, conflict management/mediation training, the Teens, Crime, and the Community program, a Mock Trial program, and a Street Law Course for first-offender youth diverted from juvenile court.

Supplement A

MODEL SCHOOL RESOURCE OFFICER AGREEMENT*

MEMORANDUM OF UNDERSTANDING
between
_____ PUBLIC SCHOOLS
and
_____ POLICE DEPARTMENT

PURPOSE

A prosperous future for citizens of _____ County depends, in large measure, upon the County's ability to properly educate its children. Effective schooling requires a safe and orderly environment in which learning can occur. Consequently, _____ County Police Department, in collaboration with _____ Public Schools, conducts the School Resource Officer (SRO) Program in order to provide school administrators and staff with law enforcement resources and expertise they need to maintain safety, order, and discipline in the school environment. The SRO Program is intended to ensure that no student's right to receive an education is abridged by violence or disruption.

The _____County Police Department has implemented the School Resource Officer Program in cooperation with _____ Public Schools. The program involves the assignment of a police officer to a public school as a School Resource Officer (SRO). In accordance with staffing availability and the demonstrated needs of the school, the Police Department will assign a full-time SRO to the school. The full-time SRO's primary duty assignment is the school. In the event of staffing limitations and taking into consideration demonstrated needs of the school, it may become necessary to assign a SRO on a part-time basis. The part-time SRO provides supplemental patrol coverage for the daytime shift maintaining a liaison with the assigned school and fulfilling SRO duties on an as-needed basis.

With daily interaction between the school's administration and the SRO, it is important to establish, maintain, and update specific guidelines and procedures to be followed by the SRO and individual school administrators. This Memorandum of Understanding clarifies the roles of the School Resource Officers and School Administrators, their scope of their authority, and the responsibilities of _____ Public Schools and _____ Police Department in this collaboration. The success of the program relies on effective communication between the SRO, the principal, and other key staff members of each organization.

* This model agreement is an adaptation of an agreement developed in Fairfax County, VA.

DUTIES AND RESPONSIBILITIES

School Resource Officer

A. The School Resource Officer (SRO) is a sworn _____ County Police Officer assigned to provide the law enforcement expertise and resources to assist school staff(s) in maintaining safety, order and discipline within their assigned school(s). The SRO will be maintaining safety, order, and discipline within their assigned school(s). The SRO will be considered an active member of the administrative team in his/her assigned school(s).

B. The SRO's assigned school buildings, grounds, and surroundings will be the equivalent of the SRO's patrol area, and he or she assumes primary responsibility for handling all calls for service and coordinating the response of other police resources to the school. All criminal activity that comes to the attention of the principal or school staff shall be reported immediately to the Police Department. In an emergency situation, the school shall call 911 and also notify the SRO. In a non-emergency situation, the school should notify the SRO or call the non-emergency Police Department number if the SRO is not available. Information that is not of an emergency nature may be held for action by the SRO upon his or her return to duty.

C. The SRO's duty schedule will be determined by the SRO's District Commander, but will generally be arranged to provide coverage throughout the school day including peak arrival and departure times before and after school. Whenever possible, SROs will be visible patrolling the exterior and interior grounds, particularly during the opening or closing of school and during the lunch periods.

D. The SRO shall wear the regulation police uniform and operate a marked police cruiser while on duty unless otherwise authorized by the supervisor for a specific purpose. The SRO provides a visible deterrent to crime and a positive representative of the Police Department to students and staff.

E. The SRO shall also assist with training for the school administration in law enforcement and related matters. Information about crime trends and changes in laws relevant to schools shall be disseminated to the school administrative staff to assist them in effectively establishing and maintaining safe school environments.

F. The SRO may also become involved with the school's curriculum and provide instruction that will enhance the students' understanding of the police mission and the responsibilities of citizenship. However, responding to incidents or conducting investigations will always take precedence over instructing in the classroom. Lesson plans for all formal, organized presentations shall be forwarded to the Division Commander for review and approval prior to presentation.

G. SROs shall be responsible for monitoring the social and cultural environment to identify emerging youth gangs. All information concerning gangs shall be provided to appropriate Youth Services Division personnel. Gang prevention and early intervention strategies shall be coordinated with the Youth Services Division.

H. When it is in the best interest of the Department and the school, SROs may make formal presentations to, or participate in, school-based community organization meetings such as Parent Teacher Association and School Advisory Council meetings. Participation in other activities such as panel discussions, mentoring programs, and community coalitions or task forces must be approved, in advance by the Division Commander. The SRO shall keep the Commander informed of the status of such additional activities.

I. Programs conducted in schools by other Divisions of the Police Department shall be coordinated with the SRO to avoid redundant services and to ensure equitable distribution of such programs and services.

J. A critical element of the SRO program is an open relationship and strong communication between the school principal and the SRO. Each SRO shall meet weekly, or more frequently if necessary, with the assigned school principal for the purpose of exchanging information about current crime trends, problem areas, or other areas of concern which have potential for disruption in the school or within the community.

K. Other duties and responsibilities of the SRO include:

Proper disposal of illegal substances recovered by the school and not needed for criminal prosecution.
Maintaining familiarity with the _____ Public Schools' Student Rules and Regulations.
Attending and providing testimony at school disciplinary hearings, upon request.

Supervision:

The SRO Supervisor shall ensure that open lines of communication are in place between the schools and the Police Department. A weekly meeting with the SRO shall be arranged, and the SRO Supervisor shall meet with the school principal at least once each semester. To the extent that schedules permit, the initial SRO Supervisor/Principal meeting should be held prior to the start of the school year and be devoted to reviewing school/Police Department expectations and clarifying any operational procedures. The second meeting should occur mid-year and involve a preliminary evaluation of the SRO's performance as well as the identification and resolution of any developing issues. The SRO Supervisor shall address any concerns regarding the performance of the SRO. Principals are to be consulted prior to selection of a new SRO to determine any special needs or concerns to be taken into consideration in selection of the SRO.

School Principal:

It is the responsibility of the principal to facilitate effective communications between the SRO and the school staff. The principal of the school shall meet on a weekly basis with the assigned SRO. This meeting shall not be delegated to other administrative staff on a regular basis.

The SRO's assigned school buildings, grounds, and surroundings will be the equivalent of the police officer's patrol area, and he or she assumes primary responsibility for handling all calls for service and coordinating the response of other police resources to the school. All criminal activity that comes to the attention of the principal or school staff shall be reported immediately to the Police Department. In an emergency situation, the school shall call 911 and also notify the SRO. In a non-emergency situation, the school should notify the SRO or call the non-emergency Police Department number if the SRO is not available. Information that is not of an emergency nature may be held for action by the SRO upon his or her return to duty.

Any criminal enforcement action taken by the SRO which results in the charging of a student with a crime will be supported by the principal and/or school employees by their appearance in court when necessary to provide testimony essential to the case.

The school shall provide a work area for the SRO that is equipped with a telephone. It is recommended that the area have a locked storage area for securing contraband recovered by school staff. The SRO shall be responsible for arranging for the destruction of any illegal substances that will not be used for prosecution.

The principal shall meet twice yearly with the SRO Supervisor, and at other times at the request of either party when needed to ensure adequate communication between the school and the Police Department. Upon request, the school shall provide information to the SRO Supervisor to assist in preparing for the annual evaluation of the SRO's performance. Principals are also encouraged to consult with the SRO Supervisor prior to the selection of a new SRO to share any relevant information on the needs or concerns of the particular school.

The _____ Public Schools shall provide in-service training, when available, to the SROs in topical areas which will increase the effectiveness of the officers and their ability carry out their duties and responsibilities.

Youth Services Division

The Youth Services Division shall provide coordination for the School Resource Officer Program. These functions shall include but not be limited to the following:

Π   Planning, budgeting, management, and agency leadership for the SRO Program

Π   Initial and recurring training for SROs

Π   Coordination between the Patrol Command, School District Administration, and SROs

Π   Provide the SRO Supervisor with assistance in SRO selection

Π   SRO Program monitoring and assistance with problem solving

Π   Release information on the SRO program and functions to the media

SELECTION AND ASSIGNMENT OF THE SCHOOL RESOURCE OFFICER

A goal of the SRO Program is to assign a SRO to each public high school and middle school jointly identified as being in need of a SRO by the Police Department and _____ Public Schools. In accordance with staffing availability and the demonstrated needs of the school, the Police Department will assign a full-time SRO to the school. The full-time SRO's primary duty assignment is the school. In the event of staffing limitations,m and taking into consideration demonstrated needs of the school, it may become necessary to assign a SRO on a part-time basis. The part-time SRO provides supplemental patrol coverage for the daytime shift maintaining a liaison with the assigned school and fulfilling SRO duties on an as-needed basis. The duties of the full-time and part-time SRO while at their assigned schools or related duties will be the same unless specifically noted.

The selection of the officer is the most critical aspect of the program. Commanders shall select officers who have demonstrated the ability, interest, and skills necessary to work with youth, school staff, and the public. The following criteria should be considered by Commanders when selecting officers for the SRO Program:

Π   Rank of Police First Class or Master Police Officer
Π   Ability to work with diverse groups
Π   Knowledge of departmental resources
Π   Creative problem solver
Π   Conflict resolution skills
Π   Knowledge of the Juvenile Code and Juvenile Court procedures
Π   Supervisory recommendation

The assignment of the SRO shall be at the discretion of the District Commander. It is recommended that the full-time SRO be assigned to the school for a minimum of two years. Part-time SROs should be assigned to the school for the entire school year.

POLICE INVESTIGATION AND QUESTIONING

The SRO has been given the authority to stop, question, interview, and take police action without the prior authorization of the principal or contacting parents. With certain exceptions, the investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to the school. Investigations and questioning of students for offenses not related to the operation of or occurring at the school would occur in such situations where, for example, delay might result in danger to any person, flight from the jurisdiction by the person suspected of a crime or destruction of evidence.

The principal shall be notified as soon as practical of any significant enforcement events. SROs should coordinate activities so that action between the agencies is cooperative and in the best interests of the school and public safety.

The SRO shall provide information to the appropriate investigative sections of any crime(s) or leads that come to the attention of the SRO. The SRO should be kept advised of all investigations that involve students from his/her assigned school.

ARREST PROCEDURES

School Resource Officers are expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the principal for action. Any questions related to the enforcement of rules versus laws within the school should be discussed with the principal. This specifically applies to general standards of conduct.

The following procedures will be adhered to where arrests of students or staff become necessary:

1. The arrest of a student or employee of the school with a warrant or petition should be coordinated through the principal and accomplished after school hours, whenever practical.

2. Persons whose presence on schools grounds has been restricted or forbidden or whose presence is in violation of law shall be arrested for trespassing.

3. Arrest of students or staff during school hours or on school grounds shall be reported to the principal as soon as practical.

SEARCH AND SEIZURE

School officials may conduct searches of students' property and person under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. The standard for the search is reasonable suspicion.

The SRO shall not become involved in administrative (school related) searches unless specifically requested by the school to provide security, protection, or for handling of contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent.

Any search by an officer shall be based upon probable cause and, when required, a search warrant should be obtained. Stop and frisk will remain an option when there is reasonable suspicion that a criminal act has been committed or may be committed, or that the suspect may be armed.

ADMINISTRATIVE HEARINGS

The SRO shall attend suspension and/or expulsion hearings upon request of the school principal. The officer shall be prepared to provide testimony on any actions that were taken by the officer and any personally observed conduct witnessed by the officer. The SRO shall make available any physical evidence that is available. Unless otherwise arranged, it will be the responsibility of the SRO to transport and safeguard any physical evidence, such as a weapon, that is needed at the disciplinary hearing.

The SRO shall not provide any official police department document or juvenile record to the school or expulsion officer. As a general rule, release of such information is prohibited by law unless such documents are subpoenaed by the schools through the appropriate court.

When a subpoena for official records, reports, or documents for an administrative school hearing, is received by the Police Department, any action will be coordinated by the office of the Commander, the County Attorney, and the SRO.

RELEASE OF STUDENT INFORMATION

State code (cited) grants full access to any records concerning any pupil enrolled in a school to law enforcement officers seeking such information in the course of their official duties.

RELEASE OF POLICE INFORMATION

Consistent with the basic tenants of the relationship between the school principal and the SRO described in this Memorandum of Understanding, open communication is essential to effectiveness. Police SROs should exchange information with the school principal regarding students' involvement in criminal activity in and around the school. This shall be limited to that which directly relates to and contributes to the safety of the school environment. SROs shall not make any official documents, police reports, or records available to the school or its staff. In accordance with statute (cited), the Juvenile Court notifies the School Superintendents of any petitions against school

students for selected offenses. The School Hearing Officer, in turn, notifies the appropriate school principal in each case.
CONCLUSION

This policy represents mutually agreed goals and objectives of the _____
Police Department and the _____ Public Schools for the School Resource Officer Program.

This endeavor is a partnership between education and law enforcement to support a collaborative, problem solving approach to the epidemic growth of violence in schools. Regular meetings shall be conducted between the Police Department and the Schools' Office of School Operations to support this partnership.

This Memorandum of Understanding remains in force until such time as either party withdraws from the agreement by delivering a written notification of such rescission to the other party. It shall be reviewed annually and amended as necessary to meet the needs of the signatory agencies.

This Memorandum of Understanding shall not be construed to create or substantiate any right or claim on the part of any person or entity which is not party hereto.

Signed:

_____   _____
Chief of Police   Superintendent of Schools

_____   _____
Date   Date

NORTH CAROLINA MODEL SCHOOL RESOURCE OFFICER AGREEMENT

AGREEMENT is made this the _____ day of _____, _____ by and between the COUNTY SCHOOL SYSTEM and the COUNTY SHERIFF'S DEPARTMENT as follows:

W I T N E S S E T H:

WHEREAS the COUNTY SCHOOL SYSTEM agrees to purchase from the COUNTY SHERIFF'S DEPARTMENT and the COUNTY SHERIFF'S DEPARTMENT agrees to provide for the COUNTY SCHOOL SYSTEM and to manage a School Resource Officer (SRO) Program in the COUNTY SCHOOL SYSTEM consisting of not less than twenty-five (25) full time School Resource Officers, their vehicles, supplies and equipment and the COUNTY SCHOOL SYSTEM agrees to reimburse the COUNTY SHERIFF'S DEPARTMENT for its expenses in providing the said SRO Program; and

WHEREAS the COUNTY SCHOOL SYSTEM and the COUNTY SHERIFF'S DEPARTMENT desire to set forth in this SRO Agreement the specific terms and conditions of the services to be performed and provided by the said SROs in the COUNTY SCHOOL SYSTEM;

NOW, THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

1.0 Goals and Objectives - It is understood and agreed that the COUNTY SCHOOL SYSTEM and COUNTY SHERIFF'S DEPARTMENT officials Share the following goals and objectives with regard to the School Resource Officer (SRO) Program in the schools:

> 1.1 To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;

> 1.2 To encourage SROs to attend extra-curricular activities held at schools, when possible, such as PTA meetings, athletic events and concerts;

> 1.3 To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and riots;

> 1.4 To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;

> 1.5 To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus; and

> 1.6 To encourage SROs to provide traffic control and crossing guards at schools when deemed necessary for the safety and protection of students and the general public when the regular traffic control officer or crossing guard is absent.

2.0 Employment and Assignment of School Resource Officers

> 2.1 The COUNTY SHERIFF'S DEPARTMENT agrees to employ not less than 25 School Resource Officers (SROs) during the term of this agreement. The SROs shall be employees of the COUNTY SHERIFF'S DEPARTMENT and shall be subject to the administration, supervision and control of the COUNTY SHERIFF'S DEPARTMENT, except as such administration, supervision and control is subject to the terms and conditions of this Agreement.

2.2 The COUNTY SHERIFF'S DEPARTMENT agrees to provide and to pay the SROs' salary and employment benefits in accordance with the applicable salary schedules and employment practices of the COUNTY SHERIFF'S DEPARTMENT, including but nor necessarily limited to: sick leave, annual leave, retirement compensation, disability salary continuation, workers compensation, unemployment compensation, life insurance, dental insurance, and medical/hospitalization insurance. The SROs shall be subject to all other personnel policies and practices of the COUNTY SHERIFF'S DEPARTMENT except as such policies or practices may have to be modified to comply with the terms and conditions of this Agreement.

2.3 The COUNTY SHERIFF'S DEPARTMENT, in its sole discretion, shall have the power and authority to hire, discharge and discipline SROs. The COUNTY SHERIFF'S DEPARTMENT shall hold the COUNTY SCHOOL SYSTEM free, harmless and indemnified from and against any and all claims, suits or causes of action arising out of allegations of unfair or unlawful employment practices brought by SROs.

2.4 The SROs shall be assigned by the COUNTY SHERIFF'S DEPARTMENT as follows:

   2.41 One shall be assigned to each regular high school (8)
   2.42 One shall be assigned to the alternative high school (1)
   2.43 One shall be assigned jointly to two middle schools (1)
   2.44 One shall be assigned to each regular middle school (13)
   2.45 Two shall be assigned to the Elementary Schools (2)
   Total Assigned (25)

2.5 In the event an SRO is absent from work, the SRO shall notify both his supervisor in the COUNTY SHERIFF'S DEPARTMENT and the principal of the school to which the SRO is assigned. The COUNTY SHERIFF'S DEPARTMENT agrees to assign another SRO, such as an SRO assigned to the Elementary schools, to substitute for the SRO who is absent. In the event an SRO is absent due to illness or disability for a period of ten (10) consecutive work days, the COUNTY SHERIFF'S DEPARTMENT agrees to employ and/or assign a substitute SRO to assume and perform the duties of the SRO who is absent from work.

3.0 Duty Hours

3.1 The maximum number of hours that a SRO officer shall be on duty in a work week shall be 43 hours and the minimum shall be 40 hours. Specific SRO duty hours at a particular school shall be set by mutual agreement between the COUNTY SCHOOL SYSTEM, at the direction of the Safety Manager or the principal of the school to which the officer is assigned, and the COUNTY SHERIFF'S DEPARTMENT, by the Officer in charge of the SRO Program.

3.2 The SROs shall be on duty at their respective school(s) from fifteen minutes before the beginning of the student instructional day until 15 minutes after the end of the students' school day unless modified by the mutual agreement between the COUNTY SHERIFF'S DEPARTMENT and COUNTY SCHOOL SYSTEM by the Safety Manager or the Principal. During that time period they shall be allowed one hour for lunch. This totals 37 hours and 30 minutes. The remainder of the officers' 43 hour work week shall be assigned to provide afternoon and/or evening security at school events and/or to pursue criminal investigations of school-related crimes.

3.3 It is understood and agreed that time spent by SROs attending court juvenile and/or criminal cases arising from and/or out their employment as an SRO shall be considered as hours worked under this Agreement.

3.4 In the event of an emergency one or more SROs are ordered by the COUNTY SHERIFF'S DEPARTMENT to leave their school duty station during normal duty hours as described above and to perform other services for the COUNTY SHERIFF'S DEPARTMENT, the time spent shall not be considered hours worked under this agreement. In such an event, the monthly

compensation paid by the COUNTY SCHOOL SYSTEM to the COUNTY SHERIFF'S DEPARTMENT shall be reduced by the number of hours of SRO service not provided to the COUNTY SCHOOL SYSTEM or the hours shall be made up in a manner determined by mutual agreement of the parties.

4.0 Basic Qualifications of School Resource Officers (SROs) - To be a SRO, an officer must first meet all of the following basic qualification

   4.1 Shall be a commissioned officer and should have two years of law enforcement experience;

   4.2 Shall possess a sufficient knowledge of the applicable Federal and State laws, City and County ordinances, and Board of Education polices and regulations;

   1.3 Shall be capable of conducting in depth criminal investigations;

   4.4 Shall possess even temperament and set a good example for students; and

   4.5 Shall possess communication skills which would enable the officer to function effectively within the school environment.

5.0 Duties of School Resource Officers

   5.1 To protect lives and property for the citizens and public school students of the County;

   5.2 To enforce Federal, State and Local criminal laws and ordinances, and to assist school officials with the enforcement of Board of Education Policies and Administrative Regulations regarding student conduct;

   5.3 To investigate criminal activity committed on or adjacent to school property;

   5.4 To counsel public school students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of a student;

   5.5 To answer questions that students may have about state criminal or juvenile laws;

   5.6 To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is assigned;

   5.7 To provide security for special school events or functions, such as PTA meetings, at the request of the principal or the Safety Manager; and

   5.8 To provide traffic control during the arrival and departure of students when a school crossing guard is absent.

6.0 Chain of Command

   6.1 As employees of the COUNTY SHERIFF'S DEPARTMENT, SROs shall follow the chain of command as set forth in the COUNTY SHERIFF'S DEPARTMENT Policies and Procedure Manual.

   6.2 In the performance of their duties, SROs shall coordinate and communicate with the principal or the principals' designee of the school to which they are assigned.

7.0 Training/Briefing

7.1 All SROs shall be required by the COUNTY SHERIFF'S DEPARTMENT to attend monthly training and briefing sessions. These sessions will be held at the direction of the COUNTY SHERIFF'S DEPARTMENT Division Commander. Briefing Sessions will be conducted to provide for the exchange of information between the department and liaison officers. The COUNTY SCHOOL SYSTEM Safety Manager or his designee shall have the right to attend the briefing sessions and to participate in the briefing of the Officers.

7.2 Training Sessions will be conducted to provide SROs with appropriate in-service training such as up-dates in the law, in-service firearm training, and in-service stun-gun training. The COUNTY SCHOOL SYSTEM also may provide training in Board of Education Policies, regulations and procedures.

8.0 Dress Code - SROs shall be provided uniforms by the COUNTY SHERIFF'S DEPARTMENT and required to wear a departmental issued uniform.

9.0 Supplies and Equipment - The COUNTY SHERIFF'S DEPARTMENT agrees to provide each SRO with the following equipment:

9.1 Motor vehicles. The COUNTY SHERIFF'S DEPARTMENT shall provide a standard patrol vehicle for each SRO. In addition, the COUNTY SHERIFF'S DEPARTMENT agrees to:

9.11 maintain the vehicles assigned to SROs;

9.12 pay for gasoline, oil, replacement tires and other expenses associated with the operation of the said vehicles; and

9.13 purchase and maintain comprehensive general auto liability insurance on the said vehicles in an amount not less than the coverage recommended by the Risk Manager for the County.

9.2 Weapons and ammunition. The COUNTY SHERIFF'S DEPARTMENTagrees to provide the standard issue pistol and rounds of ammunition for each SRO.

9.3 Office Supplies. The COUNTY SHERIFF'S DEPARTMENT agrees to provide each SRO with the usual and customary office supplies and forms required in the performance of their duties.

10.0 Transporting Students

10.1 It is agreed that SROs shall not transport students in their vehicles except:

10.11 when the students are victims of a crime, under arrest, or some other emergency circumstances exist; and

10.12 when students are suspended and sent home from school pursuant to school disciplinary actions if the student's parent or guardian has refused or is unable to pick-up the child within a reasonable time period and the student is disruptive/disorderly and his/her continued presence on campus is a threat to the safety and welfare of other students and school personnel.

10.2 If circumstances require that the SRO transport a student, then the school officials must provide a school official or employee of the same gender of the student to be transported to accompany the officer in the vehicle.

10.3 If the student to be transported off campus is not under arrest, a victim of a crime, or violent or disruptive, the school administration shall provide transportation for the student an the SRO may accompany a school official in transporting a student.

10.4 Student shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. SROs shall not transport students in their personal vehicles.

10.5 SROs shall notify the school principal before removing a student from campus.

11.0 Investigation, Interrogation, Search and Arrest Procedures – The standard operating procedures (SOP) for the investigation of crimes and interrogation, search and arrest of students are as follows:

11.1 Interrogation Procedures. In the event a serious crime (as defined below) is committed at school or at a school activity, the principal or assistant principal with the assistance of the SRO should:

11.11 Question any witnesses to determine that a crime was committed and who committed the crime. The SRO shall have the general authority to question or interrogate any student at school who may have information about criminal misconduct or the violation of the conduct policies of the COUNTY SCHOOL SYSTEM. As a general rule, the interrogation should be conducted in cooperation with and in the presence of a school official but when immediate action is necessary or in an emergency situation, the SRO may interrogate a student without the presence of a school official.

11.12 Question the person suspected of committing the crime. As a general rule, the suspect should not be arrested or placed "in custody" during the initial interview or interrogation. The suspect shall be informed generally of the purpose of the investigation and given an opportunity to present informally his/her knowledge of the facts. If the suspect wishes to remain silent, to contact his/her parents or an attorney, or to end the interview, the questioning should cease and the suspect's request should be granted unless there is a reasonable cause to detain the student for questioning.

11.13 If a student is detained, placed in custody or arrested, the student must be advised prior to further questioning by a SRO:

11.131 That he/she has the right to remain silent;

11.132 That anything he/she says can be used against him/her in a court of law;

11.133 That he/she has a right to have a parent, guardian or custodian present during questioning;

11.134 That he/she has a right to talk with an attorney before you ask any questions and he/she has a right to have his/her attorney present with him/her during questioning;

11.135 That if he/she cannot afford to hire an attorney, one will be appointed for him/her by the court before any questioning if he/she wishes; and

11.136 That if he/she decides to answer now without an attorney present, he/she will still have the right to stop answering questions at any time. He/she also has the right to stop answering questions at any time until he/she talks to a lawyer.

11.137 That if the suspect is under 14 years of age, the child's parent, guardian, or custodian shall be contacted and invited to be present during the interview and the accused shall be advised of his/her rights as set for in STATUTE. No in-custody admission or confession resulting from interrogation may be admitted into evidence in a court of law unless the confession or admission was made in the presence of the juvenile's parent, guardian, custodian, or attorney.

11.138 That if the student is 14 years of age or older, he/she must be advised of his/her rights, but the presence of the student's parent, guardian, custodian or attorney may be waived by the student.

11.2 Search Procedures

11.21 If the school official has reasonable grounds for suspecting that a search of a student or a student's possessions will uncover evidence that the student has violated or is violating either the law or the rules of the school, the school official may search the student and the student's pockets, pocketbook, book bag, desk, locker, vehicle or any other similar location within the student's control. When requested by school officials, the SRO shall assist with the search in order to protect the safety of all persons involved in the search. If the search uncovers evidence of criminal misconduct, the evidence may be held for or turned over to the SRO.

11.22 School officials not conduct a "strip search" unless life-threatening circumstances exist. A strip search is defined as a search of a student's person which requires the student to remove his/her clothing in order to determine if any evidence is concealed within the student's undergarments or on the body. The term does not include the removal of outer garments such as coats, hat, shoes etc.

11.3 Reporting of Serious Crimes - If the investigation uncovers evidence of a serious crime as defined in STATUTE and COUNTY SCHOOL SYSTEM administrative regulations, the school official shall notify the SRO, the student's parent/guardian and the appropriate assistant superintendent.

11.4 Arrest Procedures - School Related Crimes

11.41 Juveniles. When a SRO arrests or takes a juvenile under the age of 16 into custody, he/she shall select the least restrictive of the following courses of action which is appropriate under the circumstances and meets the immediate needs of the juvenile and the school:

11.411 Divert the juvenile from court by:
11.4111 Release
11.4112 Counsel and release
11.4113 Release into the custody of the juvenile's parent, guardian or custodian
11.4114 Referral to community service

11.412 Attempt to bring juvenile before the juvenile court
11.4121 Seek a juvenile petition
11.4122 Seek a juvenile petition and request a custody order
11.4123 Immediately take the juvenile into custody as required by law.

11.413 Attempt to bring the juvenile before the magistrate for the purposes of involuntary commitment.

11.42 Student over 16 years of age. When a SRO arrests or takes a person over the age of 16 into custody, he/she shall select the course of action which is appropriate under the circumstances and meets the immediate needs of the school.

11.43 If circumstances permit, the SRO and principal shall mutually agree upon a time during the school day for the removal of the student from the school. The student shall be called to the office by the principal at that time.

11.44 If the school initiated the arrest of the student, the principal or his designee shall be responsible for notifying the student's parents or guardians. Such notification by a school official shall be made as soon as possible, preferably prior to the actual removal of the student from campus.

11.45 If the SRO initiated the arrest, the SRO shall contact the student's parent as soon as practicable after the arrest of a student and shall notify the parent/guardian of the reason(s) for the arrest.

11.5 Arrest Procedures - Crimes Committed off Campus. Crimes committed at school bus stops or while students walking to and from school.

11.51 School officials generally do not have the legal authority or jurisdiction to discipline students or others for criminal misconduct or juvenile offenses which occur at school bus stops or on public streets as students walk to and from school unless such criminal misconduct or juvenile offense is the direct result of or a continuation of misconduct which occurred at school.

11.52 Law enforcement officials are responsible for enforcing the law on public streets, including at school bus stops. Therefore, the SRO shall assist school officials and coordinate with the appropriate local law enforcement agency the investigation of crimes that occur at bus stops and while students are walking to and from school.

11.6 Investigation and Arrest Procedures - Other Crimes Committed off Campus.

11.61 Investigations Involving Students Under Age 14

11.611 As a general rule, the SRO and other law enforcement officials shall not interview any students under age 14, witnesses or suspects, at school during school hours concerning crimes committed off campus.

11.612 If law enforcement officials are having difficulty locating a student off campus, determine that time is of the essence or for some other reason deem it necessary to interview a student under age 14 at school during school hours:

11.6121 The officer shall contact the school principal and/or SRO in advance and state the reason(s) to conduct an interview of a student at the school;

11.6122 The investigating officer or SRO shall notify the student's parent or guardian of the officer's desire to interview or interrogate the student at school;

11.6123 Normally, students under 14 years of age will not be questioned at the school without notice to and the consent of the parent or guardian;

11.6124 No student under 14 years of age who is suspected or accused of committing the crime under investigation shall be interrogated at school unless the child's parent, guardian or attorney is present;

11.6125 The officer, principal and parent (if the parent wants to attend the interview or interrogation) should mutually agree on a convenient time during the school day to conduct the investigation; and

11.6126 As a general rule, school officials should not be present during the interview of the student. However, at the request of a parent or guardian, a school official may be present when a student is interviewed.

11.62 Investigations Involving Students 14 Years of Age or Older

11.621 SROs and other law enforcement officials may interview and interrogate students 14 years of age or older (suspects or witnesses) at school during school hours.

11.622 The SRO or investigating officer should contact the school principal in advance and inform him/her of the reason(s) to conduct an investigation within the school;

11.623 The SRO or investigating officer and the principal shall mutually agree on a convenient time during the school day to conduct the investigation; and

11.624 The SRO or investigating officer shall make a reasonable effort to notify the students' parents or guardians and to offer them the opportunity to be present during the interrogation.

11.625 Parental consent is not required to interview a witness and the presence of the student's parent, guardian or attorney is not required to interrogate a suspect.

11.626 As a general rule, school officials should not be present during the investigation. However, at the request of a student, SRO or investigating officer, a school official may be present during the questioning.

12.0 Bomb Threats - It is a misdemeanor to give false information concerning the placement of a bomb in a school building. School officials, the SRO and fire safety officials shall cooperate in the implementation of procedures in the event of a bomb threat (see COUNTY SCHOOL SYSTEM Emergency Procedures Manual). In all cases, such incidents shall be reported by the principal to the area assistant superintendent and to the SRO.

13.0 Controlled Substances

13.1 School officials shall notify the SRO in all cases involving the possession, sale or distribution of controlled substances at school or school activities.

13.2 Any controlled substances or suspected controlled substances confiscated by school officials shall be turned over to the SRO for proper identification and eventual destruction.

13.3 If there is probable cause to believe that a student or any other person has sold or is selling controlled substances at or near a school, the SRO shall be notified and the SRO should file a juvenile petition or seek a criminal warrant. However, the decision to initiate a juvenile petition or criminal warrant will be the discretion of the SRO.

14.0 Riots and Civil Disorders

14.1 In the event a riot or civil disorder occurs on a middle or high school campus, the principal and the SRO shall discuss and agree upon a response to the situation.

14.2 If, in the opinion of the principal and SRO, additional law enforcement personnel are needed to restore and/or maintain order, the SRO will contact the appropriate law enforcement agency and request that assistance. The principal or his designee also shall notify the appropriate assistant superintendent and School Community Relations Coordinator.

14.3 To the extent possible, all communications should be made by telephone to avoid alarming the public and news media.

14.4 The principal or his designee shall be prepared to respond to questions from the news media, parents and other members of the public as soon as order is restored.

14.5 If deemed necessary by school and law enforcement officials, the media and the public may be restricted to an area off campus away from the disturbance until order is restored.

14.6 The SRO or officer in charge shall consult with the principal about the need or decision to arrest and/or remove students and other persons from the campus. However, law enforcement officials shall have the authority to arrest and remove any person who commits a crime in their presence.

14.7 The names of any students arrested and removed from campus should not be released to the news media until their parents have been notified and in no event shall the names of students under age 16 who have been removed from campus be released to the news media.

14.8 Students engaged in misconduct may be suspended immediately without a presuspension hearing but arrangements shall be made by the principal to provide an opportunity for the students to be heard within 24 hours of their suspension. See Policy.

15.0 Access to Education Records

15.1 School officials shall allow SROs to inspect and copy any public records maintained by the school including student directory information such as yearbooks. However, law enforcement officials may not inspect and/or copy confidential student education records except in emergency situations.

15.2 If some information in a students's cumulative record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.

15.3 If confidential student records information is needed, but no emergency situation exists, the information may be released only upon the issuance of a search warrant or subpoena to produce the records.

16.0 Term of Agreement - The term of this agreement is one year commencing on the _____ and ending on the _____. The Agreement shall be renewed and extended annually for additional and successive one year terms unless notice of nonrenewal is given by either party, in writing, prior to June 15th of the initial or any succeeding term.

17.0 Consideration

17.1 For and in consideration of the COUNTY SHERIFF'S DEPARTMENT providing the SRO Program as described herein, the COUNTY SCHOOL SYSTEM agrees to reimburse the COUNTY SHERIFF'S DEPARTMENT for the full cost of the said Program as determined by the Finance Officer of the County, subject to the approval by the Board of County Commissioners to the COUNTY SCHOOL SYSTEM in a sufficient amount to fund the said Program each fiscal year.

17.2 The said compensation shall be paid by the COUNTY SCHOOL SYSTEM to the COUNTY SHERIFF'S DEPARTMENT in twelve monthly installments on or about the first day of each calendar month.

18.0 Insurance and Indemnification

18.1 The COUNTY SHERIFF'S DEPARTMENT shall purchase and maintain in full force and effect during the term of this agreement a general comprehensive liability insurance policy with coverage in an amount of not less than One million dollars ($1,000,000) for any acts or omissions that occur or claims that are made during the term of the agreement.

18.2 The COUNTY SHERIFF'S DEPARTMENT agrees to hold the COUNTY SCHOOL SYSTEM its agent and employees free, harmless and indemnified from and against any and all claims, suits or causes of actions arising from or in any way out of the performance of the duties of the SRO officers or the SRO Program.

19.0 Evaluation - It is mutually agreed that the COUNTY SCHOOL SYSTEM shall evaluate annually the SRO Program and the performance of each SRO on forms developed jointly by the parties. It is further understood that the COUNTY SCHOOL SYSTEM'S evaluation of each officer is advisory only and that the COUNTY SHERIFF'S DEPARTMENT retains the final authority to evaluate the performance of the SROs.

IN WITNESS WHEREOF, the parties hereto have caused this Operations Agreement to be executed the day and year first written above.

COUNTY BOARD OF EDUCATION

By:_____

COUNTY SHERIFF'S DEPARTMENT

By:_____

Supplement B

Youth Development Organizations in Virginia

Big Brothers/Big Sisters Organizations in Virginia

Abingdon
  BBBS of Washington County
  114 Court Street
  Abingdon, VA 24210
  540.628.7053
  fax 540.628.4421

Christiansburg
  BBBS of New River Valley
  16 East Main Street
  Christiansburg, VA 24073
  540.381.0662
  fax 540.381.0839
  bbbsnrv@rev.net

Danville
  BBBS of Danville Area
  1225 West Main Street
  Danville, VA 24541-0362
  804.792.3700
  fax 804.791.3187

Fredericksburg
  Rappahannock BBBS
  400 Princess Anne Street
  Fredericksburg, VA 22401
  540.371.7444
  fax 540.371.7445
  rbbbs@illuminet.net

Hampton
  BBBS of the Peninsula
  2700 Build America Drive
  Hampton, VA 23666
  757.827.0110
  fax 757.827.4095

Harrisonburg/Rockingham County
  BBBS of Harrisonburg/
  Rockingham County
  225 North High Street
  P.O. Box 81
  Harrisonburg, VA 22801
  phone 540.433.8886
  fax 540. 433.6081
  bigbro@rica.net

Lynchburg
  BBBS of Central Virginia
  P.O. Box 2527
  Lynchburg, VA 24501-0527
  804.528.0400
  fax 804.528.3234
  bbbscva@aol.com

Martinsville-Henry County
  BBBS of Martinsville-Henry
County
  33 West Main Street
  P.O. Box 128
  Martinsville, VA 24112-1289
  703.638.1343
  e_bbbs@digdat.com

Richmond
  BBBS Services of Richmond
  5001 West Broad Street,
  Suite 203
  Richmond, VA 23230
  804.282.0856
  fax 804.282.2028

Roanoke
  BBBS of Roanoke Valley
  2728 Colonial Ave., Suite 1
  Roanoke, VA 24015-3876
  540.345.9604
  fax 540.345.6992
  bbbsrke@rev.net

Smyth County
  BBBS of Smyth County
  650 Orchard Lane
  P.O. Box 738
  Marion, VA 24354-0738
  540.783.8667

Virginia Beach
  BBBS of South Hampton Roads
  5690 Greenwich Road, Suite 200
  Virginia Beach, VA 23462
  757.490.1208
  fax 757.490.1208
  bb2shr@compuserve.com

Waynesboro
  BBBS of Central Blue Ridge
  P.O. Box 897
  Waynesboro, VA 22980
  540.943.7871
  fax 540.943.5859
  bbbsocbr@cfw.com

Williamsburg
  BBBS of Greater Williamsburg
  312 Woller Mill Road #50
  Williamsburg, VA 23185
  757.253.0676
  fax 757.253.1673
  bbbs@widowmaker.com

Winchester
  BBBS of Winchester
  10 West Boscawen Street
  Winchester, VA 22601-4748
  540.662.1043
  fax 540.662-1059

Boy Scout Councils Serving VA -- Contact Information

Newport News, Colonial Virginia
Colonial Virginia Council
     11725 Jefferson Ave
     Newport News, Virginia 23606
     Phone Number(s)   804-595-3356
     Web Page Address
   http://www.cvcboyscouts.org/
     E-Mail Address
   info@cvcboyscouts.org

Roanoke, Blue Ridge Mountains (VA)
     Blue Ridge Mountains (VA) Council
     2131 Valley View Blvd
     Roanoke, Virginia 24019
     Phone Number(s)   (540) 265-0656
     FAX: (540) 265-0659
     Web Page Address
         http://www.bsa-brmc.org/
E-Mail Address   Scouts@BSA-BRMC.org

Waynesboro, Stonewall Jackson Area
     Stonewall Jackson Area Council
     801 Hopeman Parkway
     Waynesboro, Virginia 22980-0599
     Phone Number(s)   (540) 943-6675
     FAX: (540) 943-6676
Web Page Address
http://home.rica.net/loopawagon/counc001.htm

National Capital Area Council
    (serving Arlington, Manassas, Sterling)
    National Capital Area Council
   9190 Wisconsin Ave.
   Bethesda, Maryland 20814
   Phone Number(s)   301-530-9360
   Web Page Address
http://members.aol.com/troop1778/doc1.htm
       This council covers the following
     state(s)   MD, DC, VA

DelMar Va Council *(serving Chincoteague)*
    DelMar Va Council
   801 Washington Street
   Wilmington, Delaware
   Phone Number(s)   302-622-3300
   1-800-766-7268
   Web Page Address
http://www.magpage.com/~taztug/scouting/delm
arva.htm

Richmond, Robert E Lee
     Robert E Lee Council
     4015 Fitzhugh Avenue
     Richmond, Virginia 23230-3935
     Phone Number(s)   (804) 355-4306
     FAX: (804) 353-6109

Virginia Beach, Tidewater
     Tidewater Council
     1032 Heatherwood Drive
     Virginia Beach, Virginia 23455-6675
     Phone Number(s)   (757) 497-2688
     FAX: (757) 473-3305
     Web Page Address
   http://www.pilotonline.com/boyscouts/
     E-Mail Address   Tide596BSA@aol.com

Winchester, Shenandoah Area
     Shenandoah Area Council
     107 Youth Development Center
     The Armstrong Service Center
     Winchester, Virginia 22602-2425
     Phone Number(s)   (540) 662-2551
     FAX: (540) 662-2725
     Web Page Address
         http://sac.convergenttech.com/
     E-Mail Address   sacbsa@shentel.net

Sequoyah (TN) Council *(serving Wise, Grundy, Bristol)*
     Sequoyah (TN) Council
    2107 Bartlett Street
    Johnson City, Tennessee
    Phone Number(s)   (423) 282-6961
    FAX: (423) 282-9141

Girl Scout Councils Serving VA	Contact Information
Commonwealth Council	MECHANICSVILLE Phone Number (804) 746-0590 Local Toll Free Phone Number (800) 4SC-OUT4 Web Site http://www.comgirlscouts.org/
VIRGINIA SKYLINE	SALEM Phone Number (540) 387-0493
COLONIAL COAST	CHESAPEAKE Phone Number (757) 547-4405 Web Site http://www.gsccc.com/ Email cindier@gsccc.com

YWCAs in Virginia

Danville
  YWCA of Danville/Pittsylvania
  750 Main Street
  Danville, VA   24541-1804
  (804) 792-1522

Lynchburg
  YWCA of Lynchburg
  626 Church Street
  Lynchburg, VA 24504-1392
  (804) 847-7751

Newport News
  YWCA of Peninsula
  2702 Orcutt Avenue
  Newport News, VA 23607-4147
  (804) 245-6026

Norfolk
  YWCA of South Hampton Roads
  253 West Freemason Street
  Norfolk, VA   23510-1294
  (757) 625-4248

Richmond
  YWCA of Richmond
  6 North 5th Street
  Richmond, VA 23219-2239
  (804) 643-6761

Roanoke
  YWCA of Roanoke Valley
  P.O. Box 570
  Roanoke, VA 24003-0570
  (540) 345-9922

YMCAs in Virginia

Blacksburg
  Virginia Tech YMCA
  Lucy Lee Lancaster House
  403 East Washington Street
  Blacksburg, VA 24060
  Telephone: 540-231-6860
  FAX: 540-961-5217
  Email: ymca@vt.edu

Chesterfield County
  Midlothian Family YMCA
  737 Coalfield Rd.
  Midlothian, VA 23113
  (804) 379-5668

Fairfax County Branch YMCA
  2940 Hunter Mill Rd.
  Oakton, VA 22124
  Voice: (703) 255-YMCA
  Fax: (703) 255-2964

Farmville
  Southside Virginia Family YMCA
  P.O. Box 204, 209 N. Main Street
  Farmville, Virginia 23901
  804-392-3456

Lynchburg
  YMCA of Central Virginia
  1315 Church Street
  Lynchburg, Virginia 24504
  Phone:(804) 847-5597
  Fax: (804) 846-4702
  E-Mail: ymca@lynchburg.net

Pulaski
  Hensel Eckman YMCA
  Jack Leahy 615 Oakhurst Ave.
  Pulaski, VA 24301
  Phone: (540) 980-3671

YMCAs in Virginia

Richmond Area
  Metropolitan Offices, YMCA of
Greater Richmond
  – 11 Locations
  2 West Franklin Street
  Richmond, VA 23220
  (804) 649-9622

Roanoke Valley
  YMCA of Roanoke Valley
  – 3 Locations
  Central Branch
  425 Church Avenue
  (540) 342-9622
  FAX (540) 345-0730

Tidewater
  YMCA of South Hampton Roads
  – 10 Locations
  Portsmouth Location:
  1013 Effingham Street
Portsmouth, Va. 23704
  Phone: (757) 399-5511
  Fax: (757) 399-4979